DOCUMENT RESUME

ED 056 104 UD 010 702

TITLE Institute on Human Relations and Attitudes in West Virginia as These Affect Public School Education: Report, Evaluation, and Action Suggestions; and Followup From Field Interview in Nineteen West Virginia Counties.

INSTITUTION West Virginia Wesleyan Coll. Buckhannon, W. Va.

SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

PUB DATE Aug 68

NOTE 58p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Administrator Role; *Change Agents; Changing Attitudes; *Human Relations; *Institutes (Training Programs); Intergroup Relations; Public Schools; Race Relations; *School Administration; *School Integration

IDENTIFIERS West Virginia

ABSTRACT

The Institute was held during the summer of 1968 at the campus of West Virginia Wesleyan College to explore problems and opportunities in integrated, interethnic education. The participants were 54 school board members, school superintendents, and other administrators representing more than half of the county school systems of West Virginia. (Author)

ED056104

REPORT, EVALUATION, AND ACTION SUGGESTIONS

INSTITUTE ON
HUMAN RELATIONS AND ATTITUDES IN WEST VIRGINIA AS THESE AFFECT PUBLIC SCHOOL EDUCATION

Under the Provisions of Title IV, Section 404, of Public Law 88-352

The Civil Rights Act of 1964

Supported by
Division of Equal Education Opportunities
Bureau of Elementary and Secondary Education
Office of Education
Department of Health, Education and Welfare

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Institute Dates: August 11-14, 1968

West Virginia Wesleyan College

Buckhannon, West Virginia

UD010702

TABLE OF CONTENTS

TITLE PAGE

INTRODUCTION TO THE REPORT.................................... 1

SUMMARY OF THE REPORT... 2

  A Brief Description... 2

    Participants.. 2

    Objectives.. 2

    Procedures.. 2

    Program Content... 3

    Consultants... 3

  A Brief Evaluation.. 4

ACTION SUGGESTIONS.. 6

  A. Suggestions for action on state or regional levels...... 6

  B. Suggestions for action on county or local levels........ 6

SUMMARIES OF CONSULTANTS' PRESENTATIONS AND RESPONSES TO PRESENTATIONS.... 11

DETAILED EVALUATION... 26

  Cross-sectional Evaluation.................................. 27

  Longitudinal Evaluation..................................... 31

  Individual Evaluation of Nine Participants Who Did Not Complete the Post-Institute Questionnaire..... 40

A FINAL WORD.. 42

INTRODUCTION TO THE REPORT

The following report has been prepared with the reader in mind. Whether the reader is a federal official, a local school administrator, or the occupier of another role, some parts of the report will be of greater interest to him than others.

We have tried to make the report as complete as possible, yet to arrange it so that, by following the Table of Contents, each reader can quickly find the particular information about the Institute which is significant for him.

It is our hope that the report will enlighten the reader not only about the Institute itself, but also about the Institute's larger concern, interethnic and intercultural aspects of education as they affect public schools in West Virginia.

Albin R. Gilbert
Director

Miss Helen Stealey
Associate Director

Robert Paul Sessions
Associate Director

Dana Cable
Assistant to the Director

SUMMARY OF THE REPORT

A BRIEF DESCRIPTION

August 11-14, 1968, a Human Relations Institute was held at West Virginia Wesleyan College, Buckhannon, West Virginia, to explore problems and opportunities in integrated, interethnic education. The Institute was supported by a grant from the Division of Equal Education Opportunities, Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education and Welfare.

PARTICIPANTS were fifty-four school board members, school superintendents, and other administrators representing thirty-six of the fifty-five county school systems of West Virginia. In addition, observers were present representing the U. S. Office of Education, the State Department of Education, and the West Virginia Human Rights Commission.

OBJECTIVES of the Institute were:

1. To get a broad representation from across the state of educational leaders, including school superintendents and school board members, who would be change agents upon return to their own educational systems.

2. To determine with the aid of these persons, and with the aid of consultants and resource persons, a picture of the human relations situation as it actually is in West Virginia, and what the needs are in regard to human relations and education.

3. To explore with the participants ways of moving from immediate problems accompanying school desegregation to problems and opportunities more difficult to see, i.e., from classroom isolation and homogeneous grouping to concepts of educational opportunities available only in truly integrated schools.

4. To explore also the information and ideas related to what administrators can do with help and on their own initiative to improve the nature of human relations aspects of education.

5. To help the educators become familiar with resources available, both within and from outside West Virginia, for their own planning and action in this area.

PROCEDURES used to achieve these objectives included:

1. A keynote address, by means of telelecture, by Dr. Kenneth D. Benne, Berenson Professor of Human Relations, Boston University Human Relations Center, Boston, Mass.

2. Presentations by three on-campus consultants of national stature.

3. Discussions of consultants' presentations by the participants, in small groups, under experienced leaders.

4. Reports to the total Institute by the discussion groups, with reactions by the consultants to the reports.

5. A closing panel discussion by the consultants.

6. Administration of pre-Institute and post-Institute questionnaires for purposes of evaluation.

PROGRAM CONTENT of the three-day Institute followed three logical steps or stages designed to meet the objectives of the Institute. The three stages were:

1. "Where are we?" (Or, Seeing the situation in West Virginia as it is.) The recognition, analysis, and classification of present attitudes, practices, problems, and opportunities related to interracial, interethnic education.

2. "Where do we want to go?" (Or, Seeing education in West Virginia as we might wish it to be.) Identification and evaluation of purposes and possibilities in a truly integrated, interethnic education system as perceived by the superintendents, school board members and other administrators.

3. "How do we get there?" (Or, Examining resources and possible action programs for achieving our purposes.) Identification of human and material resources and planning procedures for achieving desired changes in county school systems.

CONSULTANTS were selected on the basis of their potential contribution to one of the three particular concerns outlined above under "Program Content." In addition, each consultant had the opportunity to respond to, to supplement, or even to disagree with the presentations of the other consultants. All three had the opportunity to respond to the reports which came from the small discussion groups. The three on-campus consultants were:

Dr. Samuel B. Ethridge, Associate Secretary, the National Education Association, Washington, D. C. Dr. Ethridge's special area of responsibility was to help participants consider the first basic question, "Where are we--in regard to interethnic, intercultural education in West Virginia?"

Dr. Claud Kitchens, Assistant Superintendent of Schools, Columbia, South Carolina. Dr. Kitchens' special area of responsibility was to assist participants in exploring the second basic question, "Where do we want to go--immediately and in the long run, in regard to interethnic, intercultural education in West Virginia?"

Dr. Joe Hall, Professor of Education, Miami (Florida) University, retired this year as Superintendent of the Dade County (Miami) Florida school system. Dr. Hall's special area of responsibility for the Institute was to help participants think through the basic question, "How do we get there--what practical steps can be taken and what resources are available?"

A BRIEF EVALUATION:

Although the verbal and written comments of consultants, observers, small group leaders, and others have been taken into account in measuring the effectiveness of the Institute, the principal method of evaluation has been the analysis of two questionnaires filled out by each participant--one at the beginning and one at the end of the Institute.

Detailed cross-sectional and longitudinal evaluations, based on these questionnaires, are given later in this report. As the reader will find in those fuller evaluations, respondents, on the post-test as compared to the pre-test, were more specific in their answers, less defensive, and in general either more aware of problems or more willing to express them. As measured particularly by the longitudinal analysis of changes in responses from the pre-test to the post-test, the Institute did, to a great extent, achieve its objectives. Indeed, the impact of the Institute seems to have been a strong one.

The staff is agreed that three principal impressions have been gained from an overall evaluation of the Institute:

1. West Virginia county school systems exhibit a wide range of circumstances in regard to the legal requirements of desegregation. A few counties are desegregating either under federal court order or under a plan approved by the U. S. Office of Education. Most counties, however, have complied, either passively or willingly, with minimum federal requirements. A number of counties have no Negroes at all. If the interethnic, intercultural aspects of public school education were only a matter of eliminating forced segregation, most counties in West Virginia could be said to have "no problem." However, as (2) and (3) below make clear, this is not the case. Every county in West Virginia has problems related to providing students with interethnic, intercultural learning experiences.

2. One of the most significant "eye-openers" for a great many of the participants was that a school system, regardless of having or not having Negro and other minority group students, must seek better racial and interethnic integration of faculty and student body, and must help students understand and appreciate persons and cultures of different minority groups. This, many participants came to feel, is a world-wide problem with which West Virginia schools must come to grips. Even completely "white" school systems are inadequately staffed if they do not have some good Negro teachers and, conversely, predominantly "black" school systems should have some white teachers. A broad range of interpersonal contacts with pupils, teachers, and other successful persons of various races and cultures is necessary if West Virginia students are to be prepared for responsible living in today's and tomorrow's worlds.

3. One other major theme running through responses to the questionnaires and through reports from the discussion groups is the conviction of most participants that better education for minority group children in West Virginia is closely tied to needed improvements in the total system for all children. Several participants expressed the opinion that one basic fault of education in West Virginia is that students get a narrow, restricted, incomplete view of life and of people outside the state. This inadequacy affects all public school students, even to an extent those from middle or upperclass white families. The inadequacy is due primarily to the social isolation and economic deprivation in which the state is caught. Few counties in the state have free public kindergartens, and the children who attend private kindergartens are mostly from upperclass homes whose children have less need for the experience than other children their age. Few counties in West Virginia have adequate staffs of trained guidance program. Many county school systems lack proper programs for students who will not or who cannot go on to college. All of these facts suggest that any followup programs to the Institute will be more appropriate if minority group pupils are seen as part of the state's total educational and social system, not merely the objects of compensatory programs.

In addition to the findings reported in this brief evaluation, and the more detailed evaluations given later, the Institute resulted in a number of "action suggestions" for improving interethnic, intercultural aspects of public school education in West Virginia. These "action suggestions" follow.

ACTION SUGGESTIONS

During the progress of the Institute a number of ideas were expressed concerning specific things which might be done in West Virginia in regard to interethnic and intercultural aspects of education. These "action suggestions" arose in consultants' presentations, in discussion groups, on evaluation questionnaires, and in the friendly, spirited conversations at mealtime or during free periods.

The Institute staff has attempted a systematic summary of these suggestions, grouping them under two main headings: (a) suggestions for action on state or regional levels, and (b) suggestions for action on local and county levels. They are an indication that the Institute participants, observers, consultants and staff took seriously the objectives of the Institute.

A. SUGGESTIONS FOR ACTION ON STATE OR REGIONAL LEVELS

The majority of participants requested more human relations institutes similar to this one. Many suggested the involvement in similar institutes of students, teachers, principals, and parents. Some requested regional institutes at various centers around the state. Some suggested a statewide laboratory-demonstration institute involving both youth and teachers in human relations experiences. A number of participants asked to be contacted again in six months to a year, to remind them to evaluate how much of the Institute learnings had been put into practice. It was further suggested that teacher training programs in the state's colleges and universities be redesigned in terms of increasing awareness and skills in human relations, interethnic and intercultural aspects of education.

Several suggestions appear to be significant for exploration and action by such state bodies as the State Department of Education and the West Virginia Education Association: (a) examine statewide policies and practices regarding the hiring, or not hiring, of qualified Negroes for such positions as superintendents, principals, athletic coaches, and bandmasters; (b) study what might be done about the tendency of "Carnegie units" to limit what may be offered in the way of human relations experiences; (c) investigate the problem of inbreeding in West Virginia public schools and colleges, a condition leading to sectionalism and a narrow type of education; and (d) consider, change, and/or make clear the state policies regarding use of school buses, to ensure that these policies do not prevent projects related to interethnic, intercultural learning experiences.

B. SUGGESTIONS FOR ACTION ON COUNTY OR LOCAL LEVELS

1. Adopt a school board policy in regard to interethnic and intercultural education, as a discretionary action guide for administrators and teachers, expressing an ideal toward which the school system would like its schools to move. All school board actions should reflect this policy, including actions in such practical areas as examination of local school bus policies and setting aside days in the academic calendar for human relations training programs for teachers.

2. Involve many persons and groups in planning and programs. Local committees for study and planning concerning human relations aspects of education should involve the school board, administrators, teachers, parents, students, representatives of local organizations, and any other key persons. The cooperation of churches is important. Where there is a sizeable minority group in a county, school boards should contain one or more minority group members; where this is not feasible, means should be provided for some participation by minority group persons in decision-making processes. In the planning and assignment of responsibility for specific programs, the school should coordinate its efforts with, and seek the cooperation of, such community groups as Boy Scouts, Girl Scouts, 4-H, FHA, Y-teens, and various social agencies.

3. Examine curriculum and materials to ensure they help students to an understanding and appreciation of all racial, religious, and cultural groups. Such an examination should explore questions as these: Are opportunities for human relations training available to students? Is there a comprehensive guidance program staffed by qualified guidance personnel? Is proper treatment given in textbooks to minority groups, showing them in a realistic light? Since our economy needs less and less muscle power, are vocational and industrial arts courses moving beyond mere "manual training?" Are special education and remedial classes provided? Are workshops in curriculum modification held for teachers?

4. Build an interracial, intercultural staff, and train the staff in human relations and interethnic aspects of education. Staff changes for better intercultural education may involve increasing specialized services of counselors, nurses, social workers, and guidance personnel, improvement of staff attitudes, improvement of the pupil-teacher ratio, increased hiring of Negro and other minority group personnel, conducting human relations workshops for the staff, and going to colleges and universities attended by minority group members to recruit qualified persons of different ethnic and cultural groups. All school employees, including secretaries, cooks, and custodians, are important for "total-push" action in the human relations aspects of education, and should be considered for inclusion in training programs. Finally, human relations programs should not be merely planned *for* teachers *by* administrators, but teachers themselves as well as students and others should be included in the planning process.

5. Relate facilities and resources to educational aims. In many counties some school consolidation, even at the elementary level, would not only yield building and budget economies but also provide students valuable human relations contacts outside their own small community. Free textbooks should be provided to give minority group students and other disadvantaged pupils a more equal chance in the educational process. School libraries should enrich their offerings in books and displays on minority groups and their contributions to human life. Films and other audio-visual methods should be used to present the contributions to society of all groups, and to give students at least a vicarious experience of people different from themselves. Telelectures, as demonstrated in the Institute, can bring in the voices of persons from the world outside the local region, and some day closed circuit TV will add a visual dimension.

6. Plan special programs to further interethnic, intercultural learning experiences. Among such special programs suggested by various persons at the Institute were these: (a) procedures to help the disadvantaged, (b) two-way exchanges of students, not only on an international and interstate basis, but within the state and even within the local school system, (c) summer camps where minority group and any other disadvantaged students might go, with or without majority group students also participating, (d) special reading programs, particularly for the have-nots, (e) demonstration schools with the most modern gadgetry and facilities for trying the latest methods in education, (f) programs to provide the child and his family needed services, such as medical, legal, etc., (g) follow-up programs for drop-outs, (h) kindergartens at least for the disadvantaged, (i) voluntary summer programs bringing students of various races and cultures together to study common interests such as mathematics or music, (j) teacher exchanges and visitation programs, between states, within states, and even within counties, to increase intercultural contacts and awareness, (k) visitation days, of parents to schools but also of teachers to homes, (l) specially-equipped buses to take activity programs to pre-schoolers in outlying areas, (m) special programs for pre-schoolers, perhaps using some volunteer personnel, in outlying school buildings on Saturday mornings or, if space permits, on weekdays, (n) uses of outstanding minority group persons for assembly programs, commencement speakers, and career days.

7. Provide extra-curricular activities with interethnic, intercultural learning potential. Create opportunities, perhaps with the cooperation of religious or scout or other groups, for young people of various races and cultures to be associated with each other under circumstances that bring understanding and appreciation not only of differences but also of common qualities and the essential oneness of all persons. Educators should be aware that for students of different backgrounds to get to know each other as persons is as important for the community without any minority groups as for the community with several minorities. Extra-curricular activities at school should promote this aim, and should give minority group members such opportunities as joining the honor society, or becomming cheerleaders or majorettes.

8. Plan programs for parents and other adults, open to all racial and ethnic groups. Schools of the future, it was brought out in the Institute, will more and more help not only the child but the family, through such programs as retraining and adult education opportunities. Some outstanding schools in other states provide summer programs for adults, meeting at the same time as the summer program for young people. Other schools have programs involving adults in the evening. Just as with students, adults of different ethnic groups can come together to study common interests, such as prenatal care, nutrition, sewing, or homemaking. Contrary to the fears of some, experience with Parent-Teacher Associations in interracial schools has revealed that parental contacts across racial and ethnic lines generally have been beneficial to intergroup understanding.

9. Suggestions of a more personal nature. Among more personal actions suggested during the Institute were the self-examination of personal attitudes and motivations by administrators and teachers, and the making of personal contacts with members of minority groups by administrators and board members. The more subtle forms of discrimination within school systems should be watched for. Are Negro pupils segregated in desegregated schools under the guise of special education? Are they roughed up in halls and classrooms, or do they have their clothes soiled in the cafeteria? Are they graded low by biased teachers? Are some Negro pupils socially isolated in school activities while others, because their parents believe they cannot learn, are guided

unnecessarily into vocational courses? These questions of a personal nature were an oft-expressed concern at the Institute.

10. Three final action suggestions: (a) In regard to budgetary aspects of interethnic, intercultural education, it was pointed out that many improvements can be made without increased funds by the reallocation and wiser uses of present funds. Potential sources of additional funds for improving human relations aspects of education may be found by the reader in the points raised by one of the small discussion groups, responding to the presentation of Dr. Hall. These points are listed in the section of this report on the summary of consultants' presentations. (b) A potentially valuable tool for analysis of attendance problems by school administrators is the "spot map" described by Dr. Hall in one of his responses to the groups, also printed in the section on summary of consultants' presentations. (c) One final action suggestion was stressed as important by several participants and consultants: "Take the first step."

SUMMARIES OF CONSULTANT'S PRESENTATIONS AND RESPONSES TO PRESENTATIONS

DR. KENNETH D. BENNE, KEYNOTE ADDRESS

Dr. Kenneth D. Benne, Berenson Professor of Human Relations, Boston University, spoke by telelecture to the dinner which opened the Institute.

Drawing on his extensive experience in human relations and education, and speaking from his summer home in Center Lovell, Maine, Dr. Benne shared with the Institute participants his thoughts on, "How I would be feeling if I were in your place this evening." He suggested that there might be in the participants both "a hopeful part" and "a somewhat pessimistic part." The hopeful part "probably is believing that at the end of three days you will go home with new ideas, new insights, new concepts about ways of generating respect for and appreciation of differences among people through school programs which you will design for this purpose." The pessimistic part "is saying, "Well, I've been to conferences before, and it's always a lot of talk; but other people don't really appreciate the difficulties that I face in my own home situation--the barriers I have to overcome, the indifference and resistance that any attempt to change schools in any significant respect always encounters."

Dr. Benne suggested to the participants that if he were in their place he probably would feel: (1) fear--of change in the world and an unknown future demanding changes in traditional education; (2) guilt--because our schools have not been truly pluralistic but have emphasized the heritage of white, Anglo-Saxon Protestants while denying both representation and full participation to those of different racial, religious or ethnic backgrounds; (3) excitement and hope--"that so many people, educational leaders in my state, were actually together to think seriously and work seriously about ways in which more democratic and pluralistic programs could be developed in the schools and through the schools in the community of my county and of my state."

Dr. Benne concluded his address by suggesting ways the participants might use their feelings creatively, by facing them, by sharing them, and by viewing the present in terms of the future and its resources. By providing the opportunity for such open sharing, Dr. Benne said, the Institute can become a dialogue which "will guarantee that you do take home new ideas, new insights, and new commitments concerning the establishment and movement of interethnic education in your school system."

DR. SAMUEL B. ETHRIDGE: "Where Are We?"

Dr. Ethridge, Associate Secretary, the National Education Association, Washington, D. C., had as his special area of responsibility helping participants consider the question: "Where are we--in regard to interethnic, intercultural education in West Virginia?"

He used one theme from Dr. Benne's telelecture of the night before as a springboard for his introduction. Asking how many of the participants were afraid, Dr. Ethridge confesses, "I'm afraid--that too few people are aware of the little time we have left to bridge the gaps, not just between black and white or East and West, but between the haves and have-nots."

12

The kind of world we will live in tomorrow, Dr. Ethridge insisted, ought to affect the type of education we are offering now in our public schools. The amount of information will double in the next ten years, and the jobs our present students fill do not now exist. Education must prepare them for a life of continuing learning and retraining, and for living in a world in which thought will be more influenced by brown, black and yellow people than has been true in the past.

With this background presented, Dr. Ethridge examined under four subtopics--pupils, faculty, curriculum and community--the present situation in West Virginia in regard to interracial and intercultural education. Dr. Ethridge described problems characteristic of this general region of the United States, leaving to participants the question of how descriptive of West Virginia these regional characteristics are.

(1) Pupils. In the United States as a whole, North and South, there is more segregation in 1968 than in 1954, because of an overall increase in student population, the flight of whites to the suburbs, the growth of private schools, and the acceptance in many areas of so-called "free-choice" guidelines.

In West Virginia, however, 86 per cent of Negro students are enrolled in desegregated or integrated schools--an enviable record for any state in the Union. But, insisted Dr. Ethridge, the record is different when we "look under the rug" and examine what has happened to Negro children. Some, he said, have been segregated in desegregated schools, under the guise of special education. Some Negro children have been roughed up in halls and classrooms, while others have been victims of such subtle brutalities as being graded low by biased teachers or having their clothes soiled in the cafeteria. Some Negroes have been socially isolated in school activities while others, because many Negro parents believe their children cannot learn, have been guided unnecessarily into vocational courses.

(2) Faculties. In the 25,000 school districts in the United States there is a shortage of good school superintendents, yet with hundreds of qualified Negroes certified for these positions;the number of Negro superintendents can be counted on one hand, with three of them serving all-Negro systems. Many Negroes are assistant superintendents, but some of these assistants do not have responsibilities in keeping with their training. Negro high school principals have become almost extinct. Many Negro teachers, where there was no tenure law, lost their jobs when small Negro schools were closed by desegregation. Some were assigned to new subjects for which they were not trained. Others have been harrassed by hood-wearers. Still others were retrained in low-contact jobs. Prize-winning bandmasters and good athletic coaches have been passed over.

This situation has caused many Negroes to seek careers elsewhere--in government, industry, etc.--rather than preparing to teach.

(3) Curriculum and materials. Most schools still use textbooks showing minorities in an unfavorable light, or not mentioning minorities at all. Too many courses prepare students for manual jobs, when our economy no longer needs muscle power. For each year they are in public schools, 85 per cent of minority children get farther behind the white students. Many schools are not educational but socialization devices, not instruments of pluralism but of conformity.

(4) Community. To justify the slave system and the economic and political slavery which followed emancipation, whites in America dehumanized Negroes, not just in white actions but also in white minds. With the Supreme Court desegregation decisions people were now changed with doing and teaching what they were raised not to believe. Distorted attitudes toward and ideas about

Negroes have continued in schools and communities, and in terms of this problem schools and communities with no minorities may be worse off than those with numbers of minority children.

Most essential, Dr. Ethridge concluded, is to move in our thinking, planning, and action beyond percentages, legal guidelines, and mixing bodies, to the question, "will going to school with different persons help us live in the world of tomorrow?"

POINTS RAISED BY DR. KITCHENS IN HIS RESPONSE TO THE PRESENTATION OF DR. ETHRIDGE:

(1) If a superintendent tries to take some leadership in solving the kinds of problems raised by Dr. Ethridge, he can expect not only that Negro students will be harrassed, but that he himself, and his wife and children will be harrassed.

(2) As long as teachers and others in our schools are conscious of color--"this is a Negro student or this is a white student"--we can expect some problems of the type described.

(3) It is a mistake, in desegregating a school system, to go into formerly all-Negro schools and pull out only the best Negro teachers for transfer to formerly all-white schools.

(4) There sometimes is difficulty stemming from reluctance on the part of many Negro teachers to leave formerly all-Negro schools, going into situations they are not sure about or where they may lose the status they already have earned.

(5) Data from the Columbia, S. C., school district prove that in integrated junior and senior high schools achievement by both whites and blacks has gone up.

POINTS RAISED BY DR. HALL IN HIS RESPONSE TO THE PRESENTATION OF DR. ETHRIDGE:

(1) The employment of personnel is important, and while some are against the use of such a word as "quota," some deliberate plan must be made for some of the staff in each of a district's schools to be Negroes.

(2) Such projects as two-way exchange of students between a community and a foreign country are helpful, but there are less costly and often rewarding experiences which can be planned for within our own communities, in which students and people of different groups get to know each other.

(3) This deliberate effort to provide opportunities to learn about other people should include the personnel and staff. Do we have people in various roles our young people can get to know--not as janitors or slaves but as people capable of doing a masterful job in a particular area of education?

POINTS RAISED IN RESPONSE FROM SMALL GROUPS DISCUSSING THE PRESENTATION OF DR. ETHRIDGE:

(1) There are problems identifying real leadership among applicants so that the best person is selected for a job regardless of race, creed, or other.

(2) Problems vary even within counties in West Virginia; a Negro principal accepted in one area of a county might be in another.

(3) Some problems in West Virginia stem from social activities of students--acceptance of minority group members as cheerleaders, at dances, etc.

(4) Schools cater too much to college-bound students, and do not provide proper training for life for other students.

(5) West Virginia schools experience a lack of proper guidance personnel.

(6) All professional staffs are not without prejudice.

(7) Teachers are prone to favor the clean, neatly-dressed youngster, and are too interested in the social backgrounds of students.

(8) Desegregation is a state of physical being, integration a state of mind.

(9) West Virginia has problems trying to keep qualified educators, including, but not only, Negroes.

(10) In working for an integrated staff, what is morally right may be politically inexpedient.

(11) There are subtle discriminations within student bodies.

(12) Problems related to courses about minority groups include not only securing adequate curriculum materials but getting qualified staff to teach such courses.

(13) Some schools have planned sections in their libraries on minority groups and their contributions.

(14) Many educational problems regarding intercultural education in West Virginia are not primarily racial but economic barriers between haves and have-nots.

(15) Often community attitudes affect changes administrators would like to bring about, particularly on such issues as taxes and bond issues.

(16) In many communities the churches are lagging in integrating and giving leadership.

(17) Audio-visual and other media might be used to present the contributions to society of all groups.

(18) "Reaching" the parents of students is a real problem; this includes the difficulty in getting affluent parents to see and appreciate the difficulties of less fortunate families, so the affluent won't say, "They don't need help."

(19) The superintendent and his staff must be willing occasionally to go out on a limb to get something done in human relations.

(20) A county should not say it has no problem just because it has no Negroes or only a few Negroes.

(21) Schools in West Virginia need more trained social workers; teachers are too burdened already to get out and into homes to meet families.

(22) Too often the best teachers teach in the best schools rather than in schools where they may be more needed.

(23) Some school districts might sponsor summer camps where minority group, disadvantaged and other students might go for a week at a time.

(24) Community organizations are important to the school and need to learn school needs in regard to interethnic, intercultural education.

(25) There is a need to work with earlier ages in changing attitudes.

(26) Opportunities should be provided in schools for human relations training for students and for teachers.

DR. ETHRIDGE'S RESPONSE TO THE GROUPS

What is the role of schools in regard to the lower classes? Too much of what we do in schools is based on what we call norms, a practice which guarantees that fifty per cent of our students will be looked on as failures. Changes in our educational practices can restore the confidence of poor people toward education.

FROM DR. KITCHEN'S RESPONSE:

If we look at how much it costs a high school student to go to a "free" public school--to participate in all the things a student needs to participate in--we will find that a great segment of our program eliminates many youngsters because of the money cost involved.

FROM DR. HALL'S RESPONSE:

If we think only in terms of Department of Education guideline, we might think a community with no Negroes has no problem, but if we look at the broader purposes of the whole school program we will see that it is especially important that such schools reexamine their approaches to education. If one of the real functions of a school is to help youngsters learn what is necessary to be good citizens wherever they may be, then human relations is important in this process. When we look at the spirit of education and its real purpose, then all of us have a lot of thinking to do and a long way to go to get at a basic understanding of our fellow man.

DR. CLAUD KITCHENS: "Where Do We Want to Go?"

Dr. Kitchens, Assistant Superintendent of Schools, Columbia, S. C., had as his special area of responsibility the assisting of participants in exploring the question, "Where do we want to go--immediately and in the long run, in regard to interethnic, intercultural education in West Virginia?"

"I want to share with you," he told the Institute participants, "My own conception of what is involved in integrated, interethnic education."

When we think of interethnic, intercultural education, he said we usually think of black and white. But other distinctions are important, too, including economic, geographical, and educational. In our communities a sub-educational system operates among families, so that some parents say to their children "You don't want to play with such-and-such a child." The concepts we pass on to youth regarding the nature and destiny of human beings are the most important part of education.

Our public schools, Dr. Kitchens insisted, need to help students develop a spirit of tolerance and the attitude that future gains must be mass gains, for all citizens. "Since the beginning of time," he affirmed, "gains have been for the favored few; this must not continue."

In the years immediately ahead, he said, technology will solve many of the problems of society and create others. Schools cannot rely completely on the teaching of academic knowledge, for much they teach will be obsolete by the time the student is 35 years of age. A sense of personal and moral identity, and the capacity to face change and to solve problems are important.

POINTS RAISED BY DR. ETHRIDGE IN HIS RESPONSE TO THE PRESENTATION OF DR. KITCHENS:

(1) American schools have an unfortunate way of screening out of our educational programs elements from other cultures which do not fit our traditional norms. We have a rich heritage from immigrant groups, Spanish, German, Swahili, and others--which could help us now and in the future to communicate with other nations. We could have these resources but we can't use them to communicate because our schools have destroyed important elements from other cultures.

(2) Schools of the future must help not only the child but the family, through such programs as retraining and adult education opportunities. Schools of the future will stop closing at four o'clock in the afternoon. They can and should render other services, such as testing eyes and hearing and helping with economic problems. Social workers in the school can centralize and coordinate community resources and cut red tape to help the whole family in need of help.

POINTS RAISED BY DR. HALL IN RESPONDING TO THE PRESENTATION OF DR. KITCHENS:

(1) There is a function of leadership which must be exercised by the superintendent and school board. They must stay out in front--not too far or the community will leave them out, but not too far back or there will be no progress.

(2) Administrators should not overestimate the importance of little things in the educational process. Readers often refer to such experiences as riding in an automobile or seeing the ocean. Yet in tests at a school in Dade County (Miami), Florida, of 600 pupils 150 had never been in an automobile and, although the school was only five miles from the Atlantic ocean almost half the pupils had never seen the ocean.

POINTS RAISED IN REPORTS FROM SMALL GROUPS DISCUSSING THE PRESENTATION OF DR. KITCHENS:

(1) A more positive attitude of teachers toward human relations and intercultural education is needed in West Virginia.

(2) Educators should oppose the idea of "finishing one's education," and inculcate the idea of continuing education for continuing change.

(3) There is in West Virginia a definite problem of inbreeding in public schools and colleges, which leads to sectionalism and a narrow type of education.

(4) West Virginia Schools should recruit--because they need--qualified personnel of different ethnic and cultural groups.

(5) Boards of education and superintendents must involve the staff and the community in planning and implementation of programs in interethnic, intercultural education.

(6) Programs are needed to help improve the human relations skills of teachers.

(7) Schools ought to provide the tools for learning. Because many West Virginia schools fail to provide textbooks and other materials, children from poor families go without texts for days and weeks at the beginning of a term, and thus fall behind other pupils.

17

Some of the problems facing schools can be resolved by research, Dr. Kitchens said,. "But we need the right kind of research in and for particular school districts."

The school program of tomorrow, he warned, cannot be based solely on textbooks. "Will a child from Ku Klux Klan home, memorizing facts from a book, change his attitudes toward the Negro, the Jew, or the Catholic?"

Technology will help. Films and other audo-visual methods can give youngsters at least a vicarious experience of people different from them. Telelectures at least can bring in the voices of people, and closed circuit TV can add a visual dimension.

Reading must be given a great deal of thought, especially reading programs for the have-nots. One's self-image in school may be more affected by one's ability to read than by anything else. One way to attack this problem is to reach children much earlier than school age--before they set their verbal style.

Another suggestion by Dr. Kitchens: every school district ought to have at least one demonstration school with all the latest gadetry to experiment with and to demonstrate advanced methods of teaching.

Schools must become aware, he said, of the need by students for multi-ethnic learning, not just from black and white cultures but from all cultures. The treatment of many ethnic groups in texts and in courses themselves often is inadequate. The attitude of administrators and of teachers is crucial in this area. A school district can put in more books, lower the public-teacher ratio, lengthen the school day and the school year, yet none of these things will have much value unless teachers' attitudes are positive.

Vital to a good program and to teacher attitudes is the testing program of the school. Teacher attitudes sometimes are over-influenced by the limited or misinterpreted findings of testing procedures.

To offer some kinds of interethnic, intercultural experiences to students the basic school programs will have to be different. Carnegie units, Dr. Kitchens suggested, "are as out-dated as dinosaurs--they tie our hands as to what we can or cannot offer in the way of human relations experiences.

There ought to be some racial mixture, he continued, on every school faculty. "But we ought to look at our own attitudes and motives for doing this." "We need Jewish teachers, and Catholic--people who represent all kinds, all segments, of our society."

Often, however, Dr. Kitchens pointed out, school administrators as a practical matter must work with the people they have. "What do we do with them?" Administrators must exert leadership to help teachers broaden their perceptions and skills in particular human relations and intercultural areas. Some dialogue must exist among the superintendent, the school board, and the community, as well as between white and black citizens in the community.

Dr. Kitchens stressed the difficulties and the importance of finding and hiring good Negro teachers. School boards also, he said, should contain some minority group members; at least some way should be provided to get feed-back from minority groups.

"Above all," he concluded, "the challenge to us, those of us who teach, is going to be in some way to develop the moral courage in students, the strength of will and the social insight required of them to solve some of the conflicts we are facing."

(8) Regulating institutions such as the North Central Association should evaluate their role to see if they force schools to be rigid in their curriculum and program. "The myth of accreditation," said this reporter, "makes us think everything is fine; we are accredited."

(9) The state legislature should not control the education program of the state.

(10) The guidance programs in most West Virginia schools should be strengthened and should become an integral part of the educational system. All personnel must be looked on as guidance people.

(11) Dr. Ethridge is right that schools should serve both the child and the community--with medical, legal and other services, and with followup program for drop-outs.

(12) Many communities in West Virginia do not have kindergartens, but need them.

(13) Programs of parent education in human relations and in appreciation of intercultural education should be planned to reach those of all socio-economic classes.

(14) Among long-range goals should be the providing to teachers of training in interethnic education and providing them with the facilities to make possible truly interethnic education. Teachers themselves must be willing to become "textbooks," to take trips and seek other intercultural learning experiences.

(15) Still another group, noting that youngsters bring to school attitudes already formed at an early age, declared that compulsory kindergartens are needed for the entire state of West Virginia.

(16) Superintendents and principals must set the tone for achievement of intercultural education by their own attitudes and actions.

DR. KITCHENS' RESPONSE TO THE GROUPS:

(1) The suggestions and ideas from the small groups, while good starters, seem much too conservative. Superintendents and school board members need to "get out where the action is."

(2) Superintendents, school board members, and other educators are not limited by resources so much as by imagination, or the failure to use their imagination creatively.

DR. JOE HALL: "How do we get there?"

Dr. Hall, Professor of Education, University of Miami, and former Superintendent of Schools, Dade County (Miami), Florida, had as his special area of responsibility the helping of participants to think through the question, "How do we get there--what practical steps can be taken and what resources are available?"

Unlike the presentations of the other on-campus consultants, which were given at morning sessions, the presentation of Dr. Hall was given following an evening meal, on Tuesday evening.

He devoted his address primarily to three general areas which he believes are basic problems related to intercultural education--(1) Additional needs youth have today; (2) Inservice training; and (3) Money problems and teachers' salaries.

One great step toward a more adequate educational system in the area of human relation, a step which would cost less and produce more results than many other approaches, would be to use present school facilities year-round. Year-round programs already have been proven in other areas, such as month-long programs in the summer for students interested in music or in mathematics. Workshop experiences could be planned, with consultants, theory classes, and laboratories observed by the consultants.

In stressing the need for inservice training, Dr. Hall said he had heard several times from superintendents and school board members attending the Institute statements such as, "We ought to have meetings like this involving our teachers!" Considering the importance of teacher attitudes in the educational process, he urged organizations of summer inservice training programs for teachers on a voluntary basis.

If summer programs, using teachers and for teachers, were developed, Dr. Hall suggested, this summer work might supplement the income of teachers which is low in most states including West Virginia.

It is the responsibility of superintendents and school boards, he insisted, to find ways to help teachers, through inservice training, to develop skills not only in such areas as reading and math but also in human relations. A variation of summer programs could be to use the school plants longer hours and plan programs involving adults in the evening. But "whatever is done in your community," he told the school board members and superintendents, "will be done by you. and probably largely with present personnel." Board members he said, have a responsibility to set the stage and to support positive action toward desgregation, integration, and creative intercultural education in their school systems.

In conclusion, Dr. Hall said that although there were some who have said that desregation is "un-American," there is no thing more American than the rights of human beings--"all human beings."

POINTS RAISED IN REPORTS FROM SMALL GROUPS DISCUSSING THE PRESENTATION OF DR. HALL:

(1) Attitude are crucial in approaching and working with pupils. "If you tell people they are worthless they will act that way."

(2) It is important for administrators and board members to make personal contacts with members of minority groups.

(3) Often the key to better interethnic education is have the courage and to make the effort to take the first steps, however minor they may seem, in that direction.

(4) One of the solutions in West Virginia may be the consolidation, by legal force if necessary, of many schools, even at the elementary level. Many local schools simply perpetuate the same social patterns in that particular neighborhood.

(5) Educational TV should be considered among possible methods toward more adequate intercultural education.

(6) Use of school facilities for the total year, with the development of new programs, is a possible approach.

(7) Qualified instructors and new methods are needed in the area of vocational training. Much that now goes under the name of vocational or voag training is not suitable for today's world.

20

(8) Universities and colleges need to examine and revamp their teacher training programs, and their general courses, in the light of increasing awareness of the values in intracultural education.

(9) Workshops in human relations and group dynamics for teachers should be planned and supported.

(10) All school employees, including secretaries, cooks, and custodians, are important in the human relations aspects of education, and should be considered for inclusion in training programs.

(11) Human relations programs should not be merely planned for teachers by administrators, but teachers themselves should be included in the planning process.

(12) People of different ethnic and cultural groups should be considered and placed wherever possible so that they may be recognized as rightful leaders based on ability and training.

(13) Local and state policies regarding use of school buses ought to be changed to permit use of school buses in projects related to interethnic, intercultural aspects of education. Often, adverse board rulings, or state liability misunderstandings prevent trips that could be invaluable for intercultural learnings.

(14) Teacher exchange and visitation programs, between states, within states, and even within counties, might increase intercultural contacts and awareness. Parochial schools might be included in such exchanges.

(15) Student exchange programs similar to teacher exchanges, might be possible.

(16) The Education Profession Development Act (EPDA) now being planned and implemented, may offer funding for needed inservice training for teachers.

(17) Superintendents, board members, and other educators, in addition to leading in plans for others, could take an objective look at themselves--their attitudes, reading habits, and relations with members of minority groups. Supervisors and principals are among others who could profit from such a self-examination.

(18) In regard to the above suggestion, the place of different cultures and members of minority groups in one's overall philosophy of education might well be reexamined.

(19) West Virginia schools are concentrating too much of their resources, percentagewise, on the college-bound students, when most graduates of West Virginia public schools will not go on to college or university.

(20) Tradition is highly valued in West Virginia, and the best of the old should be preserved, but tradition should not prevent experimentation, innovation, and responsible change.

(21) Some attention and planning should be given to reading. There are parents of school children, who influence their children by being misinformed concerning civil rights and very anti-Negro. One group envisioned problems as, from schools with enlightened attitudes toward race relations and acceptance of people as people, students go home to say, "Daddy, you're wrong; people are the same and people are equal."

(22) One group listed several possible sources of funds for improving intercultural aspects of education. These sources included: (a) the vocational education act and other federally-supported funds, such as the education of the handicapped; (b) savings in buildings and personnel through consolidation; (c) local school bond and tax levies; (d) industries, where schools have a program the industries need; (e) foundations such as Ford, Kellogg, etc.;

(f) state monies including C. E. P.; (g) the government provides free consultant service in many areas; (h) educational materials companies will furnish consultants; (i) counties or regions could combine resources for teacher workshops and other similar programs.

(23) Professional or special libraries relevant to interethnic problems and intercultural education could be made available in each county.

(24) A goal in every county should be the establishment of a good library in every elementary school, with a qualified librarian.

(25) Days for human relations training of teachers should be set aside in the academic calendar.

(26) A pre-planning program could help orient new teachers to the community; ideas for improving this program and for improving human relations aspects of our schools could come from post-session evaluation meetings with both old and new teachers.

(27) Visitation days, or parents to schools but also of teachers to homes, was suggested.

(28) In most West Virginia schools a better balance of materials on ethnic groups is needed in libraries. This can be done not only by finding additional money but by changing present ways of spending present library resources.

DR. HALL'S RESPONSE TO THE GROUPS:

Most school boards and superintendents could be helped in their analysis and planning for better intercultural education by having made a "spot map"--a blown up map of the county with a spot where each pupil lives, done in different colors according to race, school attended, and perhaps even grade level. This is one specific thing which would help tremendously in planning attendance patterns, and in understanding various grades and schools.

The Southern Educational Laboratory has rigged up a bus as a miniature classroom for tiny tots and on one day each week they take this bus out to particular community where people live. There they work with four and three year olds in groups of five, ten, or fifteen, with the help of parents. They have story hours, visual aids, and other activities.

Something like this could be done without buses, by using outlying school buildings on Saturday mornings, if space permits, on weekdays. Many parents would volunteer for story-telling and other leadership activities which would offer social experiences and enrichment and preparation for preschoolers.

Every school board ought to have a policy in regard to interethnic, intercultural education, as a discretionary action guide for administrators and teachers, the expression of an idea toward which the school system would like its schools to move.

DR. KITCHENS' RESPONSE TO THE GROUPS:

The Education Profession Development Act (EPDA) is not nearly as well funded yet as we had hoped at one time it would be. It is a strong possibility for help in additional teacher training.

Another suggestion insofar as teacher attitudes and teacher education are concerned is the wise use of budget provisions for probational travel. Administrators generally get the greater bulk of this, and very few teachers get to take advantage of it. Our school budgets are really living documents expressing our philosophy about what schools ought to be. Somewhere in our budgets, even if we have to start on a small basis, there ought to be money for teacher travel, where teachers can get out of the community and out of the state and into regional and national meetings. At least a few each year ought to be planned for. This would help also with an earlier-mentioned problem--inbreeding, with a school staffed by people who have never been anywhere, never had a chance to talk to other people or to really know what is going on in other parts of the country.

DR. ETHRIDGE'S RESPONSE TO THE GROUPS:

A member of our staff named Mary Ann Scott is heading,up plans for a conference on problems of education in Appalachia, a five-day conference to be held Thanksgiving weekend. Specific help with many of the problems raised at our own Institute here at Wesleyan could be gained by representatives from your school districts at this conference on problems of education in Appalachia.

I have been thrilled by the things I have heard at this Institute, but disturbed somewhat by some of the things I have not heard. There had not been enough mention, it seems to me, of the problems of kids not permitted to join the honor society, or cheerleaders, or majorettes. We have too easily dismissed allowing people to belong to certain groups on the basis of private clubs and similar exclusion devices.

The crucial thing is that students be accepted as individuals. It really is not too important what you do vocationally and in learning to read, and this type of thing, if the person in your school is not accepted as an individual. We need to give serious thought to how we can have each child be accepted as an individual rather than as a member of a group about which we have sterotyped, performed attitudes.

CONSULTANT PANEL: "HIGHLIGHTS AND A LOOK AT THE FUTURE"

On the last afternoon of the Institute (Wednesday), the on-campus consultants formed a panel to discuss the highlights of the Institute and to try to foresee the future of interethnic, intercultural education, particularly as it might apply to public schools in West Virginia.

The principal points raised by the consultnats on the panel are given below:

DR. ETHRIDGE:

The school is not the only institution from which children get an education, or the only institution responsible for their developing wholesome attitudes towards peers, across racial, ethnic and religious lines, and across economic lines. Some specific things could be done through Boy Scouts, Girl Scouts, FHA, and groups of this type.

Assembly programs in school districts where there are no Negroes or no members of other minority groups, offer a real opportunity for educational enrichment by bringing in representatives of various ethnic and minority groups.

A commencement speaker from an ethnic or minority group might at least point out that there are people from those groups who do other than wash windows for a living.

Career Day offers another opportunity in this area, to bring in persons who might be engineers but also happen to be Negroes or, say, Japanese. While you are talking about nursing you get an extra bonus if the nurse who happens to come on this Career Day is a member of a minority group. This is a way of changing images.

DR. KITCHENS:

There are excellent opportunities in utilizing excellent Negro consultants in working with teachers. For one summer's workshop I specified that we have a Negro consultant, a practice unheard of at that time in my community. Our teachers were so impressed we have had that person back now three times. He has done more to help our teachers understand some of the problems children may have in classes than almost any other single person.

In regard to your leadership role when you get back home, which we have discussed here at the Institute, I am convinced of one thing--that in general our publics have far more confidence in some of the decisions we make and suggestions we offer than we give them credit for having. They are frequently more willing to do a great deal more than we think they are willing to do.

Another suggestion is to take a look at the other social agencies in your community to find out as best you can how you might enter into some sort of cooperative programs. I see,great possibility here in extending the school program by including these persons and getting them to help us, or in our helping them, to solve some of our mutual problems.

DR. HALL:

While the point of choosing people on the basis of race is up, let me share how I finally cleared my own thinking about a most difficult philosophical problem. If we say we are no longer going to operate schools on the basis of race, why do we pick staff members and do other things on the basis of race. We had a pattern of education which was completely based on separation of the race for many years. Because of that fact, we have to so certain compensating things to offset what has been going on for so many years. I can visualize a time out there in the future when we truly won't act on the basis of race or even think of race. But for the time being we are in a paradoxical position, trying to disregard race and yet, to compensate for our past problems, having to give special attention to race in thinking about our pupils, our staffing patterns, and the organization of our schools.

Another important concern we ought to have is to provide opportunities, through religious groups, or school groups, or scouts, or some other way, for young people of various races and cultures to be associated with each other, so that they get to know each other as persons. This is important for the community without any minority groups as well as for the community with several minorities. School officials can help with this, or, if you give the problem to the students, they will work it out if you will let them have the opportunity.

DR. GILBERT: (to the consultants) Just one more question: How do you bring parents together--I mean white parents and Negro parents, in the community. This often seems more difficult than the school population. Have you ever had such experience?

DR. HALL:

Yes, we have had it, and sometimes there are difficulties. People feel strongly, and you can't do anything with some of them. Others are more than anxious just to get to know each other. We anticipated all kinds of problems with our Parent-Teacher Associations, but we called the meetings and there were no problems. There is fear of the unknown which operates in most of us. PTA's are one way of overcoming this fear. Or you can do it in adult education courses of one kind or another where people of different ethnic groups come together to study a common interest, such as prenatal care. Or you will get one or two of the representatives of the white and Negro groups together and ask them to sit together and think about this problem, while they are talking and planning it out together they will get to know each other.

DR. ETHRIDGE:

If you see the desirability of having parent groups meet, it is important to take that first step. Nothing will be done unless you take that first step.

One day it occurred to me that my children had never seen a white person in their home as a visitor. So I took the first step and invited a colleague who shares the same offices with me to come home for dinner. Today we have many friends across various lines, but I had to take that first step.

Last summer we needed to get teachers in Alabama and Mississippi together for a leaders conference. People were saying, "I don't know how we're going to get it done." We decided to just go ahead and plan the conference and set it up, and about fifty whitesand fifty Negroes from each state met in Mobile for two and a half days, with no real problems. We just took that first step.

We can't light up the whole world, but we can light a candle, and that's better than cursing the darkness.

DR. KITCHENS:

Let me say a few words about the question regarding involving adults.

For some time we operated our adult education program in two large centers in our school district. It helped considerably to reach more people and get them involved when we decentralized and put our adult education program back in the smaller communities--mainly in the elementary schools.

Also, we have programs for parents during the summer, at the same time we are having Head Start and a busy summer school involving twenty per cent of our regular students. We have classes in nutrition for partents, in sewing, in homemaking, and other things. We have evening classes for those who are working, but we prefer to get the parent in the school at the same time the child is there, during the summer program. We have found parents whose experience with school has not in the past been a pleasant one, can come to think better of the school and its program if they participate in a meaningful activity in the school.

DR. HALL:

Let me recomment that you investigate the thorough study they are doing in Preston County--of programs for vocational education, comprehensive high school, adult education, pre-school education, and the whole gamut of the educational concept.

Whatever you do, don't think up a plan and then go hand it out and say, "This is what we are going to do." People like to be involved. I would have some general ideas about where to go, but I would certainly involve my teaching personnel and others in helping to plan and work out details. In fact, the plan will be better for involving them.

I would spend a lot of time thinking about what kind of program could be established for getting greater sensitivity to feelings and to the underprivileged. Sometimes an unconscious or thoughtless word from one teacher can spoil years of constructive effort at building better race relations in a school or community.

Finally, let me suggest a key concept from the book and the movie, Lost Horiaon, by James Hilton. This concept--just two words--carries the whole meaning of what we hope to achieve in our relationships with each other, in our efforts to understand and move forward in working together. The words are these: Be kind.

EVALUATION

In accordance with our grant proposal we undertook an evaluation of the effect of the Institute, by application and analysis of a pre- and post-Institute instrument. A sample of the post-instrument is included in this report. It is identical to the pre-instrument except that it adds the following items on page 9:

> What methods do you think should be used to achieve adequate integration in the school system?
>
> How has this institute failed or succeeded in helping you?

It should be noted that the three-day Institute was attended primarily by superintendents, assistant superintendents, directors of guidance, presidents and members of school boards, and other administrative personnel including a few principals. This was intended, as the Institute addressed itself to the executive layer of West Virginia school systems, in accordance with guidelines worked out at Institute preplanning conferences led by Mr. Darl Hulit, Bureau of Elementary and Secondary Education, Division of Equal Educational Opportunities, Department of HEW, Office of Education, Washington, D. C. The understanding was that as needs became apparent future institutes could involve teaching personnel, student teachers, and/or pupils.

Since the participants of the here reported Institute were exposed to planned activities only for three days, we did not expect too-deep an effect at the level of attitude change. Also, we realized that many items of the enclosed questionnaire would be answered in the socially desirable way, or perhaps also defensively, considering the problem of interethnic relations underlying the Institute. To an extent greater than anticipated, we found that the reaction of most participants was in many ways genuinely positive. The on-campus consultants, Drs. Ethridge, Hall, and Kitchens, presented challenging views and set off lively discussions which were organized by breaking the participants into seven discussion groups, each group under an instructor from the college staff, with a moderator and a recorder nominated ad hoc by each discussion group.

That the administrators, representing the bulk of West Virginia school systems, were stirred up by the presentations is reflected in the discussions, summary of which is attached to this report. The positive effect also was reflected in remarks at meals and during the free time of the participants. What seems to us a definite finding of the Institute is the fact that bringing the bulk of West Virginia school executives together had a beneficial effect upon their interethnic attitudes. Beyond being influenced by the consultants' presentations and the ensuing discussions, the participants discovered common problems and experiences and aired them with less inhibition than they might have shown if approached individually within the frame of their respective school system.

Responses of participants to the pre- and post-Institute questionnaires have been analyzed both cross-sectionally and logitudinally by the Institute director of evaluation, Professor Herbert Buhler. Results of these two types of evaluation follow.

I. CROSS-SECTIONAL EVALUATION

Here is a brief cross-sectional content analysis of the completed questionnaire before and after the Institute.

An important question at the beginning of the Institute asked, "How do you think this Institute will help you?" It yielded a variety of responses which are listed below according to the frequency of their being mentioned. Since some of the respondents gave more than one answer, the number will be greater than 52, the number of respondents.

	Categories	Frequency
1.	Clarify problems and needs	18
2.	Identify alternatives, solutions	9
3.	No answer	8
4.	Get new ideas	7
5.	"Don't know"	6
6.	Help from sharing viewpoints, ideas	3
7.	Improve own attitudes	3
8.	Increase in awareness, insight	2
9.	Learn procedures to help disadvantaged	2
10.	Set and understand goals	1
11.	"Yes," I expect to be helped	1
12.	Improve knowledge of the state as a whole	1
13.	"Doubtful"	1
14.	Learn how to deal with population changes involving ethnic groups	1

A survey of the given positive answers (1, 2, 4, 6, 7, 8, 9, 10, 11, 12, and 14) shows that the overwhelming majority of participants felt that the Institute would benefit them. There was also a small core of respondents (items 3, 5, 13) who either thought that they have no problems, or believe their school districts to be solving them.

Analysis of the post-Institute questionnaire reveals that, in general, those who expected positive help did receive it, and that some who felt that they had "no problem" became aware of previously unrecognized needs in the area of interethnic, intercultural education.

Responses to the questionnaires revealed a considerable range of opinions regarding interethnic relations and their effect on public school education throughout the state. Nevertheless, certain distinctive trends have been found through analysis.

Four of the five items under question 1 inquired about the respondents' perceptions of the aims and attitudes of school officials toward desegregation and integration. Answers indicated a small minority reject the ideas of desegregation and integration, some evidence attitudes of passive acceptance, and the majority have attitudes of positive acceptance.

The other item under question 1 asked how aims of integration and desegregation are affected by federal requirements. Only two respondents claimed a negative effect on aims or the school system. Thirty per cent indicated little or no effect, and forty-four per cent indicated a positive effect. The remainder either gave no answer, did not know, or gave irrelevant statements.

To the question, what bearing the housing patterns of majority and minority racial, cultural and ethnic groups have on desegregation in the various school systems, 6% of respondents gave no answer, 18% said there was no effect, 39% believed their housing patterns have a positive effect on school desegregation, and 37% thought the effect was rather negative.

In supplying this answer some respondents apparently had the poor housing of the disadvantaged in West Virginia in mind, regardless of race or ethnic group. Another factor influencing answers to this question is the fact that in many West Virginia counties Negro housing is generally scattered throughout the community.

The questionnaire probed also into the effect of parental attitudes on desegregation in schools. In the case of both white and Negro parental attitudes, 45% of the respondents either said these had no effect, or that the effect is unknown, or gave no answer. Of the 55% who felt attitudes of parents have had a bearing on school desegregation, about two-thirds saw the effect of white parents' attitudes as positive, and 90% felt the relation of Negro parents' attitudes to desegregation has been a positive one. Similarly, a majority of those who saw a relationship believed the influence of community leaders and of community organizations on desegregation has been a positive one.

We come now to a question on academic performance. Here the particular academic climate of West Virginia schools helps to explain answers to this question. West Virginia schools, as compared with well-to-do urban and suburban schools in other states, are relatively inadequate for all students, including white as well as black or other ethnic minorities. This explains, in part, why 43% of the respondents saw no relation between academic performance of Negro and white students and school desegregation. Twenty-one per cent gave no answer to this question. The rest of the respondents were about evenly divided in seeing a positive or negative relationship between desegregation and the academic performance of white and Negro students.

Another question probed into the bearing on desegregation of the social relationships among children of the same and different races in schools and in the community. The responses are rather inconclusive. Forty-five per cent of respondents saw no effect or gave no answer; of the rest, approximately two-thirds saw a positive relationship between desegregation and social relationships, among the same and different races in schools and communities.

To a question as to *problems already experienced, or foreseen*, in regard to true interracial, interethnic, intercultural education, the following four problem categories, in the order given, were seen by respondents as the most pressing: (a) changing attitudes, (b) curriculum, (c) extra-curricular activities, and (d) lack of public support. As to the ranking of the other problem categories, the tabulation is inconclusive. Others mentioned were: staff, economic, intercultural, interethnic, attendance, housing patterns, and racial.

To a question as to the *minimum improvement in facilities, staff and curriculum* necessary for achieving the goals of integration, the responses were placed in three main categories.

The item most frequently mentioned in regard to *facilities* dealt with *building programs*. *School consolidation* was also listed by several respondents. Other items mentioned included problems of cross-town bussing and free textbooks.

Goals for *staff* were listed in order of frequency as follows: (a) increased specialized services of counselors, nurses, social workers, and guidance personnel, (b) improvement of staff attitudes, (c) improvement of the teacher-pupil ratio, (d) increased hiring of Negro personnel, (e) improved teacher training in colleges, and (f) increased training of teachers in special and remedial work.

Regarding questions of *curriculum*, the following were suggested: (a) teach better the place of the Negro and other minority groups in American history, (b) upgrade the educational program for all, (c) provide special education and remedial classes, (d) set up local workshops in curriculum modification for teachers, with a view to fitting particular needs of the local system, (e) improve guidance programs, (f) motivate students to become involved in matters of integration and other programs of improvement, (g) provide a true picture of society outside the county, (h) develop more material aimed at specific minority groups, (i) extend vocational education, (j) provide refresher programs in mathematics and English, and (k) update industrial arts and home economics.

A survey of listed problems shows a strong need for a general improvement of educational facilities, with many needs only generally related to the question of interethnic relations and the fact of integration. To many participants of the Institute who have either no, or few, Negroes in their county, questions of integration seemed irrelevant. Their feeling of detachment on this ground was particularly evident at the beginning of the Institute. Many superintendents and other administrators came with the view, "no or few Negro pupils--no problem."

At the end of the Institute, however, thanks to consultant presentations and ensuing discussions, the insight emerged for many that "education" is incomplete without knowledge and appreciation of other races and cultures, that the question of integration is a world-wide problem, and that interest in it should not be predicated upon the actual number of Negro students in one's county. The recognition of this principle was one of the most significant attitude changes brought about by the Institute.

One of the questions referred to the methods that should be used to achieve adequate integration in the school systems. The following approaches were listed (participants did not confine themselves in their answers to methods but suggested overall approaches in their school systems): We start with the most frequently mentioned approaches and follow with other categories in decreasing frequency up to item 5. From then on the suggestions were offered by single participants and are listed without ranking.

1. Work on a general program of education and public relations allowing time to change the attitudes of the public.
2. Improve the educational program for all, including interethnic and intercultural aspects but avoiding an over-emphasis on legal aspects of desegregation. For West Virginia, an overall updating of educational school systems seems to be desirable, along with the special requirements of school integration.
3. Require compliance with the law to integrate.
4. Avoid unnecessary bussing to integrate; avoid pressure, legally or otherwise; use local leadership in meeting these requirements.
5. See to it that staff set an example for proper integration by treating all minority students as humans with respect and understanding.
6. Improve the housing situation.
7. Have an orientation human relations program or workshop for staff.
8. Continue with the current program of integration.
9. Plan and support more institutes of the type held at West Virginia Wesleyan College.
10. Develop a sense of cultural values.
11. Involve the community organizations in conferences and activities benefiting integration.
12. Focus on good programs, not just on those created by pressure.
13. Consolidate high schools.
14. Improve facilities.

In addition to these suggestions of methods for achieving desegregation, respondents voiced in the oral reports of their discussion groups a wide range of possible ways of achieving better interethnic, intercultural education in West Virginia. All of these have been taken into account in the "Action Suggestions" which are given in the first section of this report.

II. LONGITUDINAL EVALUATION

Since most of the participants filled out both pre-Institute and post-Institute questionnaires, a longitudinal analysis was made of each participant's responses at the beginning and at the end of the Institute. Attempts were made in this analysis to explore such questions as:

"Does this individual participant show change as a result of the Institute?"

"What is the nature of any change? Is it an attitude change toward minority groups, or toward federal requirements, or toward desegregation and integration? Is it change in awareness of the number and nature of 'problems'? Is it a change in philosophy of education? Is it a change in information about resources and action possibilities regarding interethnic, intercultural education?"

"In what directions does change take place, and how much?"

Forty-three of the fifty-four participants completed both the pre- and post-Institute questionnaires. Professor Buhler's longitudinal evaluation of the changes noted in participants gives the reader a "guts" feeling about the effects of the Institute. A brief summary of his analysis of each participant follows:

Respondent:

R1 --An objective attitude; presents both positive and negative data; realistic; expects help from Institute and gets it; changes in post-test show a broadening of understanding and more personal involvement; "broader-wiser...motivated to do some missionary work."

R2 --Attitude of inappropriateness for his county since already integrated. Seems somewhat expansive yet feels need for getting other views. Reported the Institute had been effective in enabling a better understanding of "many and varied problems." Frequent response on pre-test was "no problem"; this changed on post-test to an ambiguous response, but indicated a more sincere attempt at completing the questionnaire.

R3 --Although from an "all white" county, the respondent was aware of the effect of WASP isolation and its impact on children when they leave and move outside their county. The post-test showed a greater awareness of problems and a deeper sense of personal involvement; "personally helpful...enable me to help others..." An interesting transition occurred on question 4 from emphasis on curriculum to "provide a true picture of society outside county" on pre-test, to emphasis upon improving staff attitude re: race and cultural differences on the post-test.

R4 --The responses seemed straightforward and not couched in defensive terms. Changes noted were a greater sense of cooperation and leaving fewer blanks. (The post-test was done at home, typed.) Pointed out on the pre-test already integrated, suggesting a sense of inappropriateness, but did describe negative data in relating the point of resistance occurred when interracial dating or colored teachers for white students seemed likely. Emphasis was placed on "disadvantaged" rather than integration of the Negro.

R5 --The "no problem" attitude prevailed through the pre-test. A sense of adequacy with the situation was evident. In the post-test the responses were more particular and the defensiveness was reduced. Problems were not glossed over and the change was noted by such statements as "scarcity of problem has made us more receptive," now views race situation differently--"children need a different image of the Negro," "working with Negroes [at the institute] has helped me to see how the Negro and other minority groups see us."

R6 --Accounts for the ease with which integration has occurred as due to extremely small number of Negroes in county. Feels problems will arise, especially in area of children socializing at school dances, etc. Change in post-test from pre-test of interest in question three in which "teacher understanding and acceptance of the child" and being helpful becomes the greater problem for immediate action whereas in the pre-test the socializing aspects and religious minority influence was of similar concern. The respondent became more specific after the Institute and claimed "helped me to recognize the many things we can do."

R7 --Defensiveness was evident on the first question of the pre-test, "Our county has been integrated for years. We have very few colored people in our county; they seem to be very happy in our school system." It continued throughout the pre-test with unusually short answers, if at all, and with a sense of inappropriateness. The same shortness of answer, if at all, on the post-test could be viewed as continued defensiveness, but in light of the change it might have been for the embarrassment felt. In conclusion on the post-test he stated "Made me aware that we may have more of a problem than I had been aware of before." This statement and highest praise for the Institute would support the idea of change but resulting embarrassment.

R8 --The respondent answered both questionnaires freely and objectively. The changes noted in the post-test were moderating the stronger replies of the pre-test (question two). Other questions were answered with additional inclusions and more thoughtfulness. He expected new awareness, and insight, and said the Institute "succeeded."

R9 --Few Negroes and being already integrated led the respondent to an attitude of defensiveness about integration and a stress upon the needs of deprived students. Little change was noted in the retest responses. Nevertheless there was an expression of further appreciation for having Negroes in the program: "we can help integration by exposing our students to leaders of all racial groups--show people who aren't stereotyped."

R10 --The respondent was non-defensive although integration had been accomplished. More care was noted in the responses to the post-test. Indicated a new appreciation of "importance of acquainting white students with Negroes." (Respondent is a Negro.)

R11 --No significant changes were noted in the pre-test and the post-test. The respondent was appreciative in both questionnaires of the importance of "complete integration" and realized that although his county was integrated the experience and appreciation of minority groups was insifficient.

R12 --The post-test was more thoroughly completed but little change in attitude noted. There was sense of inappropriateness due to the fact that integration had been accomplished. Changes noted by the respondent were a "widened scope of view and thinking...and good ideas and practices."

R13 --A sense of inappropriateness for his school system because there are no minority groups in the county led to frequent unanswered questions. On the post-test much more care was taken in the answers. The change in attitude switched from a dissociation to involvement, "no problem" to "Aware now of need for experience with minority groups," and the expression that he had gotten "wider understanding." He expressed particularly a need for "special attention for counties without minority groups."

R14 --The respondent showed defensiveness from the first: "I do not accept the presumption we, the schools, are inadequately integrated in our county." On the post-test change in attitude was noted in the shift from an emphasis upon economic deprivation as a problem area to seeing problems in "covering cultural gap...racial acceptance...varied ethnic lines" as more important. He moved from dissociating his situation to more personal involvement; "enabled me to see higher achievements possible and how I can help. (I thought I was doing enough.) The Institute has failed to provide me with a specific program (thank God) but has shown how imagination can aid accomplishment of close and understanding human relationships."

R15 --Stating, "We do not have enough Negro sampling (only 6 or 8 students out of 10,000) to answer," the respondent left almost all questions unanswered. A sense of not being applicable is evident as the point is made that the only big problem is poverty. The same attitude was found on the post-test except in the limited responses to questions 2(a) - 2(h). Further defensiveness is manifest as he stated that the Institute "was very informative in that there was an exchange of problems that the different counties were having and how each was going about the task of solving them....I was glad to see that the consultants dealt with practical solutions rather than some 'far out in orbit' approach that some educator has proposed."

R16 --Noting the effort to fully integrate in his county the respondent pointed out that further integrating on the professional staff level was necessary. On the post-test he extended his thinking to be more specific and to answer some questions formerly unanswered. He was positive in his early attitude and remained so. However he had enlarged his thinking and added further that the Institute "helped me to realize the intensity of this problem and that we have much work to do."

R17 --A sense of open mindedness with a positive feeling re: integration as long as bussing wasn't required merely to integrate and an apologetic expression in the pre-test: "I grew up and have always lived in an area where there were few colored people or other ethnic groups. There was no problem of race relations...It has only been in the last few years that I realized there was a problem of integration in certain sections of West Virginia." Consistent with this attitude of personal ignorance in this area this respondent suggests emphasis upon curriculum and adult and staff education programs to facilitate more adequate integration.

R18 --The respondent showed a positive attitude toward the institute in the pre-test although integration had occurred. Awareness of need "of suggestions" from consultants was expressed and detailed explanation of the uniqueness of the county was given. The post-test included more enthusiasm for "training of teachers in inter-ethnic and inter-cultural action,...identifying the leadership in the county...a completely desegregated and integrated system...." Emphasis on economic problems in #3 of the pre-test shifted to the modification of attitudes and extracurricular extension of integration.

R19 --The respondent is in the process of moving from one county to another and corrects his responses in the pre-test on the post-test probably as a result of conferences with others from the new county. Positive, interested response to the Institute.

R20 --Awareness of the scope of the problems in integration was shown in the pre-test; "Our schools have integrated (building wise). We need better understanding of integration from the human angle." Nevertheless he concluded on the post-test that the Institute "opened my mind and eyes to many things we have taken for granted."

R21 --The respondent indicated little change from pre-test to post-test; in both cases desegregation is still not complete in his county but is about to be, as a final all-Negro school is being closed. The positive attitude prevailed with a sense of involvement increased; "A seed has been planted, the next major step seems to be up to those of us who are returning to our jobs. Teachers must be united. Parents must be informed."

R22 --The respondent represents an already integrated school system and indicates a feeling of inappropriateness in regard to the questions. Most answers on the pre-test were unanswered; however, on the post-test she answered these. The sense of relevance developed as insight into weaknesses in the system, such as segregation due to housing and school districting, increased. "Since the experience of this institute I feel that perhaps we need more communication as we have had here to appreciate each other...They have opened windows for me."

R23 --There seems to be some defensiveness throughout both pre- and post-tests as manifest by the shortest possible answers if at all, and the conclusion in the post-test, "I have learned that some counties in W. Va. have an integration problem." He responded on #6 of the pre-test with "?." Resistance is shown also on the pre-test #1(b) by misreading the question (which only occurred in one other instance) and replying, "Federal law provides that federal funds be withheld if all are not given equal opportunities." To the same question on the post-test he stated, "Federal requirements have led to integration of the races." The examiner noted the respondent hastily completed the post-test.

R24 --__________ County was the first county in West Virginia to integrate schools....No problems....Our transition was made many years ago with comparative ease." These statements suggest a sense of dissociation with the purpose of the Institute. On the post-test a change is noted with the respondent suggesting that her county does have problems, usually from rural areas and/or lower-level socioeconomic groups. A sense of involvement was further evident when she concluded that the Institute succeeded "by making me aware of problems and issues which I have formerly considered belonged only to 'other people'."

R25 --The respondent realistically points out that as a "problem" there are too few Negroes in the county to make integration difficult. Emphasis is placed on the poverty group and he draws the conclusion "based upon observations of how some administrators treat poverty youth...many would be anti-integration." The post-test was more directed toward integration with the suggestion that "teachers... hold the key. Their attitudes as transmitted to students will be the major cause of effective integration." He reported personal "inspiration" and "a chance to redefine my own thinking about difficult issues, i.e., civil rights, individual values, etc."

R26 --The answers seem to be written in haste and impulsively with a sense that the questionnaires do not apply since they have no Negroes in the county. An attitude of resistance may be noted in the following statements: "The experiences I have had in other counties where there was a minority group, they probably fared better than anyone else...We should not give privileges to any group." The sense of non-involvement is found in both tests, with such responses as, "I don't know," to how he might expect help from the Institute, to admitting some help from the Institute in that "it has helped me to take a closer look at some of the problems facing our nation."

R27 --On the pre-test the respondent seemed to feel that the problem of positive feeling re: integration did not exist and hence a sense of non-involvement. The post-test showed a change in this. He showed concern about "deprivation of the social benefits of a closer relation and exposure of other races to the white children." He favored hiring Negroes and other racial groups as "teachers, consultants and supervisors." Sense of personal involvement is manifest in the statement that "This Institute has given me courage and insight for a continuing effort."

R28 --The respondent moved from some defensiveness and attempt to cover some difficulties to a position of hesitance but with new insights and an increase in personal involvement. On the pre-test terms like *compliance* and *regardless of race, color or creed* coupled with school officials' aim to "maintain a desirable balance in the school system between the two extremes of complete segregation and full integration." On the post-test there was an admission that the majority of the school officials are "cool...but reluctantly favor obeying the law." He admitted to a "new awareness of problems...methods...and new ideas on how to change other teachers and personnel." In addition he reported that he had revised "my own attitude to other people and their problem."

R29 --The respondent was less communicative on the post-test than the pre-test with some variance from a definite answer on the pre-test to "none" or "unknown" on the post-test. The instability, as just noted, of the test responses and expectation that the Institute would inform him about "programs that are working...what may be desirable that you may use in your local community," suggest that what he calls the Institute's success was relative. "It was good to find out what was being done in communities and how they had solved some of their problems."

R30 --Integration of the very few Negroes in the county leads to a feeling of "no problem." This is further indicated in the pre-test in response to expectation from the Institute. "I can see it helping if we are faced with problem--some might arise in the future." Many of the questions which were left blank on the pre-test were answered on the post-test suggesting an effect upon either the development of new awareness or practice at articulating in this area. Defensiveness did not seem to be a factor. The post-test reported that she felt the Institute a success; "tremendous...terribly aware of problem I didn't know existed. But I'm going to have a problem to help carry out the good ideas that are applicable to us."

R31 --A feeling of accomplishing fairly well the requirements of integration was supported in the Institute as the respondent noted in the post-test, "in some areas ___________ County is ahead." However, a new awareness was also expressed. "It has also shown areas that need further attention;...helping teachers understand the backgrounds of many of our ethnic groups." He moved from a response on 1(b) in which he pointed out that "Federal requirements have not handicapped our program" to the following answer on the post-test. "The federal requirements have not bothered the aims. It has been useful to us to have some requirements."

R32 --A sense of inappropriateness persists throughout the entire pre-test with an indication that if the "problem" would arise care would have to be taken not "to rock the boat" and that time would be required to ensure having the least number of problems. Although he reported that he gained an "over all view" of problems and solutions the only significant change in the post-test was to include the employing of Negroes on the staff as one of the ways of furthering integration.

R33 --The respondent expressed the view that integration should be a slow process. This is evidently the current procedure in his county. A change in viewpoint is notable in that he expected help through "better understanding...and more knowledge about problems that have confronted the Negro and/or problems encountered by the school districts in handling integration and how these districts attempted to solve these problems." On the post-test he reported in addition to achieving the above he now has "more empathy toward my fellow man." Changes on questions were mainly responding to those left blank on the pre-test.

R34 --The respondent indicated that since there are no Negroes in the county the questions "do not apply" and he was not sure the Institute would be of any help. The significant difference was shown in the post-test in which he wrote, "After a little soul searching, I find myself to be very conservative," a term he had used about others whom he felt might hinder integration or at least resist passively.

R35 --A sense of detachment since there "are no ethnic or minority groups in the county" was changed to a sense of involvement as reported on the post-test. "We have a problem and must begin to plan to achieve and implement programs to see that our students get a broad education."

R36 --A certain degree of defensiveness is seen in the pre-test; "Our goals are completed concerning integration...We have no problems concerning integration in our schools....I don't believe that this generation will ever experience true inter-cultural education." Responses on the post-test showed a diminishing of this with some modification of responses. Although expressing that "this Institute ...has helped me in understanding some of our problems facing the country or state," he clearly maintains a fear of overemphasis: "I do feel that the racial tones so frequently brought out by the Negro consultant could have been left out...Human relations does not necessarily mean those relations between black and white people... Not so much talk about integration but 'how do we solve problems which tend to degrade humans.'"

R37 --The answers were terse and the tone of the entire set of responses reveal a sense of adequacy and aloofness. No. 1 was answered, "already 100%." On the post-test the same attitude prevailed; for example, on #3(a) concerning problems he replied, "full desegregation within one school year (1960) with no problems." A lack of thoughtfulness was evident even in his evaluation of the experience.

R38 --"No problems" was a fairly typical response on the pre-test. The post-test showed more thoughtfulness and a greater sense of relevance for her situation. "It has helped me to know that even though desegregation and integration has appeared not to be a problem that there is much to be done in the field of education and understanding in this field."

R39 --The respondent felt he could not represent his county well since he was new in the area. However, though the pre-test showed many uncertainties or blanks the post-test showed more definite responses and thoughtfulness. Of particular interest was the report that he obtained "resources for creative and constructive planning." Also the sense of responsibility is evident in the statement, "I have a framework of reference to approach others."

R40 --"Does not apply" was the frequent response throughout both questionnaires. __________ County has no Negroes, but the respondent felt that if the situation does occur the officials will "put no stumbling blocks in the way." Her passive attitude is also manifest in her suggestion as the next step; "Have another meeting but use representation from a variety of groups such as: professional, ethnic, cultural, and economical."

R41 --"No problem" in integrating since his county has only one Negro family in the school system. A positive attitude prevailed with an awareness of passive resistance on the part of some and the need of developing "social communication" to facilitate public support. A significant statement of involvement which increased during the Institute is, "It has brought me fact to face with the urgency of the situation and the need for action. (Planned)"

R42 --The respondent had a feeling of non-involvement since his county was already integrated and "our county has no problem such as most others." An interesting response to #3(b) about which of the problems is considered most important: "The one that would in years eliminate the white race in years to come." His evaluation was that the Institute was neither a success nor a failure: "I only learned of problems and situations elsewhere."

R43 --The respondent showed further thoughtfulness on the post-test, but had a sense of detachment since the integration program in his county was working well and there was desire already established for Negro employees on the staff. He felt the Institute was a help since it provided direction for the future."

INDIVIDUAL EVALUATION OF NINE PARTICIPANTS WHO DID NOT COMPLETE THE POST-INSTITUTE QUESTIONNAIRE*

Analysis over time was impossible for the nine participants who did not complete the post-test. However, an analysis of their pre-Institute questionnaires reveals some information about their attitudes, their perceptions of problems, and their degree of involvement or detachment from the purposes of the Institute.

Four of the nine who did not complete the post-test are school board members, and three others are superintendents. Four of the nine were members of one discussion group. The majority of the nine showed on their pre-tests either a feeling of inappropriateness of the Institute for their situations or a defensiveness about their problems., They evidence a variety of attitudes:

N1 --The only statement by this participant on the pre-test was in answer to #1(a) "We don't have any colored in ________ County." Since he did not complete a post-test, it is possible that this school board member continued in the same attitude of feeling the Institute had no relevance to his county.

N2 --Integration is underway in this county with current consideration being focused upon curriculum change and "the possibilities of redistribution of the student population." Positive values favoring integration seem to be reflected. One unusual stage reported: "We will soon have a committee representation of a cross-section of the community (parents, students, lay, teachers, administrators, etc.) to review conditions in our schools and offer appropriate recommendations...Plan workshops to place greater emphasis on needs to objectively present contributions and problems of minority groups." (School board member)

N3 --A somewhat aggressive mood comes through the responses on this pretest both in the content and broad strong slashes when answers are not given. "We are integrated. We have 10 colored...No problems." "We have no problems, foresee none in the near future, or have not experienced none in the past. (I have worked in 4 counties)...We need to point out the good instead of the problems. The press, or people, responsible for news create problems." (Superintendent)

---

*Two participants arrived late, missing the pre-test, and did not complete the post-test. Their verbal response to the Institute seemed quite positive, but no attempt has been made to include them in this part of the evaluation.

N4 --"No Negro families in the county," the respondent reported and added, "when Negro people move in the county it will be very hard for them to adjust. I believe the school people will adjust much better than the community leaders." No questions were answered following 2(d). Since no post-test was completed, it is considered likely that the feeling of inappropriateness remained following the institute. (School board president)

N5 --The respondent felt that his county did not fit the Institute's purposes since his county is all white. A sense of dissociation is even noted in answer to 1(b) "Federal requirements handicap us because we qualify for so little federal assistance," and in answer to 3(a) "We feel that it will be at least another ten years before we are faced with the problems stated above." (Assistant superintendent)

N6 --"Integration has already been achieved" reveals a sense of dissociation from the integration problem. However, the attitude and perceptiveness is positive--#3(a) "We have made no effort to explore in the curriculum the contributions of Negroes in American history. Nor do we adequately emphasize the existence, contribution, etc., of other minority groups in American history." (Superintendent)

N7 --The respondent indicated an open mind in the hope that she might be helped to see "the problems that may arise in the future." Her county is already integrated and she remarked verbally that she was unaware of any problem in this area. Many questions were unanswered. (General supervisor)

N8 --Initial attitude to the Institute was shown in response to #6 concerning expected help from the Institute: "It is doubtful." Integration is already accomplished in the county and questions about the attitudes of others, etc., were usually answered, "unknown." Further evidence of an attitude of defensiveness is found in this statement: "________ County does need improved educational facilities. However, these improvements will be more for improving the educational program for all youngsters than for integration." In regard to methods for integrating he replied, "I believe that each community has its own unique problems and that these problems need to be solved locally by the leadership of the community. I do not believe that laws can be passed at the Federal Level or State Level to solve these local problems. The more pressure that is exerted the more resistence is received." (Perhaps this respondent felt that the Institute pressed, for resistance in the form of refusing to return the post-test was received. (Superintendent)

N9 --A feeling of inappropriateness was carried throughout the questionnaire: "no problem--no colored." (Board member)

A FINAL WORD

The staff believes the Institute has accomplished its objectives in terms of the counties represented at the Institute. Much information has been gained and shared about the present situation in West Virginia, and dimensions beyond West Virginia, in regard to interethnic, intercultural aspects of public school education. Participants have come to realize that education is inadequate if it does not help pupils know, understand, and appreciate persons, races, religions, and cultures different from their own. Both possibilities and resources for action to improve this area of West Virginia education have been identified. Not least of all, the subjective experience of participants, in insights gained and motivations felt, has been positive and significant.

This report would be even more complete, and the human relations picture in West Virginia public education more clear, if we knew the attitudes, problems, and insights of board members and superintendents in the nineteen counties not represented at the Institute. The staff is requesting from the U. S. Office of Education, Division of Equal Educational Opportunities, permission to extend the time covered by the Institute grant, and to make certain changes within the budget, which would permit personal contacts with the unrepresented superintendents and school board members. If this request is approved, the findings of the Institute will be shared in person with officials in these counties, and their perceptions of their own situations determined. A supplementary report will then be prepared. This request will involve no increase in the original modest grant which made the Institute possible.

In conclusion, the staff wishes to express appreciation to the participants for their unusually faithful attendance at all activities of the Institute, and for the sincerity and spirit with which they shared their feelings, problems and insights. The presence of observers from the U. S. Office of Education, the State Department of Education, and the State Human Rights Commission enhanced the process and impact of the Institute. Observers and participants, in turn, would agree that special votes of thanks are due to Dr. Kenneth D. Benne, telelecturer, and to Drs. Samuel Ethridge, Joe Hall, and Claud Kitchens, on-campus consultants. The success of the Institute has been largely due to the spirit and capabilities of these men so well-suited for their roles.

Albin R. Gilbert

Miss Helen Stealey

Robert Paul Sessions

Dana Cable

010702c

NCRIEEO

REPORT, EVALUATION, AND ACTION SUGGESTIONS FROM FIELD INTERVIEWS IN NINETEEN WEST VIRGINIA COUNTIES

A Follow-up to an Institue on
Human Relations and Attitudes in West Virginia
As These Affect Public School Education

Under the Provisions of Title IV, Section 404, of Public Law 88-352
The Civil Rights Act of 1964

Supported by
Division of Equal Education Opportunities
Bureau of Elementary and Secondary Education
Office of Education
Department of Health, Education and Welfare

Institute Dates: August 11-14, 1968
Field Interview Dates: November, 1968

West Virginia Wesleyan College

Buckhannon, West Virginia

TABLE OF CONTENTS

I. Nature and Purpose of the Field Interviews.

II. General Characteristics of the Nineteen Counties.

III. Major Findings of the Interviews.

IV. Action Suggestions.

V. Individual Evaluation of the Counties.

VI. Conclusions.

Appendix: Sample of Interviewers' Check-List.

REPORT, EVALUATION, AND ACTION SUGGESTIONS

FROM FIELD INTERVIEWS IN NINETEEN WEST VIRGINIA COUNTIES

A Follow-up to an Institute on
Human Relations and Attitudes in West Virginia
As These Affect Public School Education

I. Nature and Purpose of the Field Interviews.

This present document supplements and completes the Report, Evaluation, and Action Suggestions (REAS) published following an Institute on Human Relations and Attitudes in West Virginia as These Affect Public School Education, held August 11-14,1968, at West Virginia Wesleyan College, Buckhannon, West Virginia.

Thirty-six of the state's fifty-five counties were represented at the Institute, each by the County Superintendent, or an Assistant Superintendent or Supervisor, and/or by a member of the county school board. The earlier Report, Evaluation, and Action Suggestions, compiled following the Institute, represents a comprehensive view of the present situation in the thirty-six counties in regard to inter-ethnic aspects of education, as that situation is perceived by the represenatives of those counties present at the Institute. The REAS also represents the participants' views of the direction the state's public schools should move in the area of human relations, and lists a number of action suggestions which might be helpful on the local, state, or national level.

Nineteen counties, however, were not represented at the Institute. In order to gain a more comprehensive view of the entire state, and to compare the situations in the nineteen counties with conditions in the thrity-six counties already studied, field interviews were conducted in each of the nineteen counties, with school board members, school superintendents, or other administrative personnel.

The five interviewer-consultants were: Dr. Arthur Justice, Professor of Education and head of the Department of Education; Dr. Henry Shissler, Professor of Sociology; Professor G. Benjamin Lantz of the Religion Department; Mr. William Pickle, Director of Counselling; and Miss Helen Stealy, Associate Professor of Education, all of the faculty of West Virginia Wesleyan College.

The interviewer-consultants were guided in their interviews by a questionaire-check list prepared by Dr. Albin R. Gilbert, Professor of of Research and Director of the Institute, and Dr. Robert Paul Sessions, Assistant Professor of Sociology, Associate Director of the Institute.

The written and oral reports of the interviewer-consultants have been studied and evaluated by Drs. Gilbert and Sessions, and by Professor Herbert Buhler, Director of Evaluation. Allowance had to be made for certain limitations of the interview procedure. All interviewees had received, prior to the interviews, copies of the Report, Evaluation, and Action Suggestions from the Institute. Some of those interviewed apparently saw the interviewer as supporting, if not representing, the federal government, and were therefore inclined to give those verbal responses which might maintain proper relationships with federal agencies. Although the interviewer-consultants are professionally competent, trained for this particular task and given questionnaire-check lists to follow, allowance had to be made for the possibilities of "leading" of interviewees by the interviewer, and of selective reporting by the interviewers of the responses of the interviewees.

Despite these limitations, however, it is believed that the field interviews did achieve their objectives. They did give a view of human relations aspects of public school education in the nineteen counties, as the situation is perceived by the administrators interviewed. When this view of the nineteen counties is added to that of the thirty-six counties represented at the Institute, a composite, comprehensive overview of the entire state is possible.

One word of caution is in order. The present view of the human relations situation in the fifty-five counties is based on the perceptions of top-level school administrators and school board members. Negroes and other minority group members, or parents, or teachers, or students, might see the situation in these counties in a different light. Therefore the understanding of West Virginia communities and schools gained from the reports of the Institute and of these follow-up field interviews will not be a final or complete understanding. The reports are an important beginning, however, toward seeing the present status of intercultural education in West Virginia schools, and where the schools might wish to be in this regard, and how they might get there.

II. General Characteristics of the Nineteen Counties.

In many ways the nineteen counties visited by the interviewer-consultants resemble the thirty-six counties represented at the Institute, so far as attitudes and actions in regard to interethnic education are concerned. The nineteen counties, however, tend to cluster more toward one or the other of two extremes. At one end of the continuum are counties with sizeable numbers of Negro or other minority students, and at the other end are counties with few or no minority groups. School officials in the first type of county seem to fear an explosion of violence and discord between racial groups, or the taking by minority groups of significant control over the school system. School officials in the second type of county tend to say, "No Negroes, no problem," but also to fear difficulties if sizeable numbers of Negroes should move into their school districts.

Several of the nineteen counties were discovered to have important minority groups other than Negroes. These groups include Germans, Italians, Puerto Ricans, migrants, "town" vs. "hill" or "short-liners" vs. "back-enders," or "crickers" vs. "hillers" factions, and "Guineas" who came originally from British Guiana. Prejudice and discrimination toward some of these groups, in some counties, appears as strong as that toward Negroes in those counties. Both Negroes and other minority groups are the objects of considerable scapegoating in West Virginia communities.

In some of the counties which reported few or no minority group students, there was evident an isolated, parochial attitude not conducive to programs which would help students gain an understanding and appreciation of persons of other races and cultures.

III. Major Findings of the Interviews.

Six major conclusions may be drawn from an evaluation of the interviewer-consultants' reports:

A. All the counties have complied, or are attempting to comply, with the minimum federal requirements for desegregation. Several counties have significant problems in interethnic areas of education, but in general response to federal desegregation guidelines has ranged from positive acceptance to reluctant compliance. Several counties desegregated so many years ago their officials felt the present interviews to be irrelevant to their situation.

B. In virtually every county there is an underlying bias against, and lack of understanding of, Negroes and other minorities. This bias is evident in the communities and influences the schools. Most schools report Negroes have been accepted in such roles as class officers, cheerleaders, athletes and, in one case, as valedictorian. However, where Negroes participate in school dances and parties they are not permitted to dance with whites, and school officials fear there would be "trouble" if such scoial "mixing" occurred.

White resistance to Negro aspirations for equality is not formally organized, and is more felt than overtly expressed. It is seen most clearly in discriminatory housing and job patterns. In the communities visited Negroes live in substandard, cluster housing in segregated or fringe areas. They generally work as laborers or domestics, and thus do not qualify for loans for more desirable housing. Negro young people may be admitted to membership in 4-H clubs, Future Farmers organizations, or a Scout group, but adult Negroes are not admitted to civic clubs, chambers of commerce, or, in many counties, to white churches.

In one county where one-third of the public school students are Negro, less than four per cent of the teachers are Negro, and the school board is all-white. This bias is not limited, however, to counties with large

Negro minorities. One county reporting no Negro students has a sizeable number of Negroes working in a major local industrial plant. The Negro workers have their homes in a Negro community in an adjacent county, reportedly at the request of the nationally-known company and out of fear of difficulty if they located in the all-white county. A school official in another county reported his schools "have no Negroes, and to tell the truth we don't particularly want any."

There can be little doubt that in most of the nineteen counties white attitudes are causing significant disadvantage to Negro students and their families.

C. In virtually every county, in regard to true integration, school officials are "ahead" of school boards, and in most cases school boards are ahead of the community at large. Community supports for integration are lacking, and community mores hold back school efforts toward intercultural education. One superintendent, after reporting that there were no Negroes in local civic clubs, churches, or the chamber of commerce, added, "These groups could do more than the schools in the long run."

The dilemmas of school officials in this regard are great. Most of the communities are fragmented, with some parts segregated and others desegregated. Education is, in most cases, the only institution which bridges most of the fragments of the community. School officials must function as members of many segments of the community, some segregated, others integrated. This requires a shifting of roles, with officials having to "wear different hats" at different times. Added to this situation is the fact that federal standards now are used to judge local educational practices, so that school officials are caught in the precarious position of trying to function with two sets of norms based on two different value systems.

This finding indicates that any attempts to improve interethnic education in West Virginia public schools must consider and deal with community forces which retard or support such a program.

D. In very few counties has there been any real consideration of a long-range program to improve intercultural aspects of education. For example, in regard to building an interethnic faculty, several officials indicated a willingness to hire Negro teachers, and a few stated a positive desire to have more Negro teachers, but only one expressed an intention of actively going out to find them. To questions about Negro teachers, Negro bus drivers, and Negro principals, interviewers heard time and again, "We have had no applications from Negroes," as if this exhausted the possibilities for building an interracial faculty. On this question it might be noted that one official reported he would not consider hiring a Negro as the principal of a school.

In regard to the entire area of interethnic aspects of education, most of the counties are characterized by no clear aims, few plans, and a very limited perception of the difference between legal desegregation and true integration. Very few appear to sense a need for students to come to understand and appreciate other cultures and races than their own. Some seem to be waiting for federal guidelines to tell them what to do, and a common attitude would appear to be, "Don't rock the boat." Only two officials expressed an awareness of positive values in integration.

E. In almost every county the disadvantaged position of the Negro and other minority groups in education is directly tied to the extremely low economic level of the Appalachian region. Most of the nineteen counties visited are financially poor or even destitute, and all students, not just those from minority groups, are underprivileged and disadvantaged. In several counties over half the families exist below the poverty line. Job opportunities for high school graduates are almost nonexistent. Any program to provide for minority group students in West Virginia an education remotely equal to that possible in other states must take into account the overwhelming money problems which plague the overall educational program in West Virginia.

F. The role of the federal government will be crucial in any further advances in interethnic education in West Virginia public schools. It is difficult to see how equal educational opportunities can be possible in the state without federal funds. Careful planning at the state and federal levels appears necessary if such funds are to be spent for items of greatest need. For example, one superintendent interviewed told of getting a federal grant for $90,000 for playground equipment, yet having to buy a used school bus for $400 because of a critical shortage in money for transportation of children.

Perhaps more important than federal funds for interethnic education are federal guidelines where they are appropriate. There is some resentment in a few counties of federal requirements in regard to integration. This apparently was behind the statement of one superintendent regarding federal money, "We don't need any and we don't want any." For most school officials, however, federal guidelines appear to be useful tools against white resistance in the community. One superintendent called federal regulations "a gift of God" for children of minority groups. And one of the interviewers expressed the opinion that none of the counties he visited would have desegregated if it had not been a federal requirement.

IV. Action Suggestions.

Ideas for improving the human relations aspects of public school education in West Virginia did not arise as easily in the interviews as they did in the on-campus Institute. The primary reason for this seems clear. The stimulation of lectures by professional consultants, and the give-and-take of small group discussions with one's peers, and the three-day span of attention given to the problem at the Institute, all are more conducive to the formulation of action suggestions than an interview could be.

However, some action suggestions did arise in the interviews. Many of them already had been suggested at the Institute--as, for example, updating of curriculum materials and texts, development and use of more audio-visual aids, in-service training for teachers, use of consultants, teacher exchanges, and the building of a strong guidance program.

Several suggestions offered in the interviews related to the very young child. One superintendent suggested a follow-up in the homes of the experimental Appalachian Television Lab program which is aimed at preschool educational experience. This superintendent felt that where families cannot afford television sets so their children can take part in such programs, receivers should be placed in homes by the school or some other agency. Practically all the school officials favored Headstart and similar programs, and a few mentioned the need for a state-financed compulsory kindergarten within reach of every child. One superintendent expressed his opinion that the greatest need in regard to human relations in the classroom is to decrease the pupil-teacher ratio in the first three grades.

Human relations training for teachers, not only in understanding but in classroom skills, was suggested by several officials. Two other areas of suggestion were experimental methods for getting information on state, national and world problems into the local school, and experimental programs for taking education out of the school building into the homes and organizations of the community.

V. Individual Evaluation of the Counties.

Professor Herbert Buhler, Director of Evaluation for the Institute, has made an in-depth analysis of the written and oral reports on each of the nineteen counties. A summary of his evaluations will be given here, using the letters A through S to designate the Counties and protect their anonymity.

County: Evaluation:

A. The respondent indicated throughout a sense of distance between the school officials and the community re: integration. However the problem of the socio-economic and culturally deprived are of greatest concern. The interview showed a progression from a sense of irrelevance re: racial and ethnic problems to an opening of interest in gaining improved texts and films and use of these aids in changing attitudes. This county seems to present a picture of helplessness against strong community resistance. (he had not read the Report, Eval., & Action Suggestions)

B. These two respondents reported successful integration of students and teachers, supported well by the community. They admitted some housing problems and seemed non-defensive. Disadvantaged whites were seen as the greatest problem. Programs are in various stages of development to enrich the culturally deprived, e.g. kindergarten balanced with equal numbers of middle class and culturally deprived, consolidation, comprehensive vocational high school. Further need was expressed for continuing Federal aid with more extensive sharing of the program opportunities with teachers. An awareness of problems and alertness to opportunities characterize this county. (The R.E.A.S. had been read by one of the informants)

C. Two represenatives reported that the R.E.A.S. had been read. The only minority group reported was 5% Italian in the student body and 10-15 Italian teachers. The county is divided in attitude to minorities with one section particularly resistant to ideas of integration. Work with the disadvantaged; improved guidance, counseling, educating parents to appreciate education etc., and plans to use Titles VIII, I & V indicate the degree of concern and leadership. (50% White disadvantaged)

D. Two respondents jointly cooperated in the interview, reporting "little if any" racial problems but 57% W. Disadvantaged. A sense of pride in the effectiveness of the integration of .5% Negro (18) and the special program to educate the migrant children (Negro, Puerto Rican, Mexican, and Gypsies) using Headstart is evident. A sense of relevance to this inquiry and the problems of integration was noted. However, the prime concern lies currently with the disadvantaged group. More support from government funds and cooperation with Labor Dept. and Immigration Service was mentioned as important.

E. The interviewee reported only 4 Blacks out of 3600 students. No indication as to having read R.E.A.S. A sense of inappropiateness at the start of the interview changed to a sense of relevance to the problems in this area; "I should see to it that our curriculum committee take a closer look at materials that will help do this." Direct reference to the interviewers suggestions as he accepted them indicate influence on the respondent's answers.

F. The respondent presented a rather uncertain attitude toward integration in society at large and a parochial attitude to outsiders (of any race). Nevertheless, pressed by the need for more teachers he would employ Negroes if "properly qualified"...and "Good people." There are only two Negro children out of 1850 students in the county. Therefore a sense of "no problem" re: integration but concern re: socio-economic problems with 50% on welfare. Aims include a possible summer program and to learn of any program that "we might be able to use." No overall long-range program or aims are indicated. A strong sense of irrelevance pervades the answers and the interest shown may be more a response to the personality of the interviewer.

G. The respondent proved quite cooperative and non-defensive. Her answers showed a concern in this area and suggest that the school officials would support the aims of integration but the problem has not yet arisen since only 1 adult Negro lives in the county. However, she estimates resistance by the community and even by the school board at the hiring of a Negro teacher. Help from the outside via curriculum aids and direct help to the teachers "...to make them more aware of the needs they have as well as the children...We need in-service seminars, institutes, consultants, etc., and I think a teacher exchange program is a wonderful idea, but I don't know how well the teachers would accept it." Residents of the county are seen as limited in awareness of the world and show parochialism due to this isolation. (WASP Community?) The respondent also in direct answer showed influence by the interviewer. ("As you pointed out.")

H. The respondent had not yet read the R.E.A.S. He sees no particular race problem but a socio-economic problem. The less than .1% Negroes are among the "60-70%" living on welfare. The economic picture is bleak with teacher shortages and no ability to pass levies to improve the situation. A feeling of inappropriateness re: federal funding is evident; $90,000 for school playground equipment but broken down second hand school buses. A need for "a certain amount of unearmarked money" to use "for things we need..." Plans for a title IV six week "cultural" summer program are being developed.

I. The correspondent showed interest in preparing for the interview and a sense of relevance due to the fact that the county is in the process of integrating. Some resistance is being experienced from the Negroes who want to preserve their own school. He reported "white resistance is more felt than expressed." The interviewer felt some defensiveness (manifested in a protestation of positive feeling for Wesleyan and in a declaration of independence in regard to government help- "We don't need any and we don't want any."

J. The respondent was very cooperative and personally committed to the aims of integration. He was non-defensive and admitted problems existed but not of major dimensions. Of particular interest is the particular treatment given children of mixed race ("guineas"). Bias exists among Whites and Negroes toward the "mixed bloods". The Federal requirements are viewed by the respondent as "a gift of God" to these rejected people. Future loss by retirement of two Negro teachers is increasing concern to seek out Negro teachers. Further concern in regard to counteracting lack of work opportunity and the high out-migration.

K. The respondent seemed somewhat defensive, maintaining that desegregation was completed in compliance and that housing patterns of segregation were by "choice." Recent closing of elementary school for Negroes brought on resistance, mainly because of travel involved, by Negro parents. Resentment was found in administrative levels because of Federal requirement for indentifying children by race - "a step backward." (NOTE: two others made this point in the summer institute.) Negroes have been integrated into the teaching staff. He felt that true integration has occured and is no longer a problem. Greater concern was shown for the third generation welfare families who live on lower socio-economic level than Negro families.

L. Five community represenatives were interviewed together. They were open and in general agreement that integration had succeeded and there was no problem. Negroes are accepted in the community with most of their work in loboring jobs with mines etc., It was pointed out that due to the type of work eligibility for mortgages etc. prevented a break down in housing segregation.

M. The respondent lost track of the REAS and had not read it. He felt that they had handled the problem of integration well in his school system. Some Negroes are on the teaching staff. How many was not reported and only an estimate was given about the number of Negro students-5%. A unique feature of this county is that the Negro workers are in trades rather than laboring jobs. Consequently housing patterns vary among the Negroes as well as the whites on the basis of socio-economic level. It was indicated that the county had enthusiastically used all the Federal Programs for which they were eligible.

N. The respondent was cooperative and interested in providing true picture of conditions. Feeling of positive support and compliance with integration requirements. Social and Service groups are still segregated. Housing is still segregated. The interviewee was committed to integration but takes care not to "create problems." Problems in providing sufficient job opportunities loom large. He expressed appreciation for the Federal Programs which have been utilized to the maximum; they "gave handles to meet the needs." Resistance may develop if groups in the community try to dominate the school system. The county' seems to present one of the better developments in integrating the school and providing leadership to the community which lags behind. (Italian community-Mafia?? subject to segregated housing, Jews not!)

O. Three respondents were interviewed together. No mention of the REAS. The county has only 1 adult Negro resident. Sense of irrelevance as far as Negroes are concerned. However, a group of immigrants currently moving into the community-German, high achievement has aroused local resistance to their influence in the P.T.A. Negroes working in the county have been encouraged to live in nearby Negro community by their new employer. The stress of the community seems to lie in the various strata of white "locals" seperated by topological characteristics. The need is for roads and home visitations by teachers, and for Negro teachers. No defensiveness of any amount to alter the impression of a poor county of isolated residents feeling the impact of the changing society.

P. The interviewee showed rigidity and hesitance. Since only 4 Negroes in the county of 21,000, a sense of irrelevance as far as integration is concerned but a willingness to comply if and when the situation develops. Deep concern for the disadvantaged brought out his cooperation. Large program to counteract the effects of the deprivation. His attitude was further understood when he said, "there isn't any child in this whole community more disadvantaged than I was."

Q. The respondent read REAS. Some defensiveness seemed involved as he explained his experience in another state with desegregation. He was alert to the differentiation between desegregation and integration and indicated his county was desegregated. White resistance is not aroused since only 50 out of 2,000 students are Negro. Special concern for the disadvantaged was expressed with the need for special training for them and for vocational training to keep youth in the area. No formal aims in terms of curriculum etc., beyond Headstart, were indicated. However, the principle of discussing human relations in the classroom was considered important and seen as a means of preparing the children for the problems of society.

R. The respondent evidentaly was defensive and denied receiving the report. Realistic attempts are made to keep informed of Negro attitude and prevent difficulties from being amplified or more developed. Active recruiting of Negro teachers is ongoing. White resistance necessitated court cases when first attempts at desegregation. A fear of power in the hands of the Negro probably comes out of 33% of the student population being Negro. Compliance only because required by law and to get federal funds. School attempts to prevent social mixing, teachers keeping "in line" to prevent difficulties outside the school. He considers this an "explosive" area.

S. This county has small number of Negroes, but officials feel on same "powder keg" as adjoining county which has many Negroes. White defensiveness strong here, reflected in attempts two persons interviewed trying to show the interviewer appreciation of the federal program. Attempts made to make community appear well accepting, but obviously covering up. One respondent seemed unaware of use of expressions which would be offensive to Negroes. Others showed greater sensitivity to feeling. Neither seemed concerned beyond remedial work, but as interview ended more sensitive, one verbalized more positive concern.

VI. Conclusions.

If allowance is made for the limitations of method mentioned earlier, we believe the field of interviews have achieved their objective--to discover the human relations picture effecting the public schools in nineteen counties, to compare these nineteen counties with the thirty-six represented at the Institute, and to gain a composite picture of human relations and attitudes in West Virginia as these affect public school education. By combining this report with the report of the Institute, which it supplements, such a view of the state can be gained.

Two added benefits of the field interviews may be noted. First, the interview technique appears to be one possible method for effecting change within local educational systems. As the school officials verbalized their perceptions, fears, and ideas to the interviewer, they evidenced, in many cases, a change toward more awareness of problems and of possibilities for action. Secondly, because of the caliber of interviewer-consultants, and the spirit and methods of the interviews, rapport has been established, on a controversial subject, between the Institute staff and key officials within nineteen county school systems. The beginnings of a working relationship have now been established with at least one key official in every county in the state. Doors have been opened. Seeds have been planted. It is the hope of the Institute staff that these relationships will grow, and that our partnership with the public school systems of West Virginia may prove to be a responsible and helpful one.

Respectfully submitted,

Albin R. Gilbert
Director of the Institute

Robert Paul Sessions
Associate Director of the Institute

Herbert Buhler
Director of Evaluation

INSTITUTE ON HUMAN RELATIONS AND ATTITUDES IN WEST VIRGINIA AS THEY AFFECT PUBLIC SCHOOL EDUCATION

Check List for Interviewers

The following items are provided for you as guidelines for the interviews of school administrators in the counties assigned to you.

1. Introduce yourself.

2. Fill in name, position, and county of the person(s) you have interviewed.

   Name ______________________________

   Address ______________________________

   Position ______________________________

   County ______________________________

3. Make sure that they have received a copy of the Report, Evaluation, and Action Suggestions of the Institute.

4. Ask whether they have had opportunity to examine this report.

5. Say that we have come to talk with them because we want to obtain a picture of the situation in their county in order to round out the picture we have obtained from the counties represented at the Institute.

6. Point out that as the interviewees may have noticed in reading the report no names of counties are mentioned in connection with our findings, nor has any information been used in a way revealing its source. Point out that our purpose is to understand the total situation in the state.

7. Ask whether they have any Negro or other ethnic minority population among the pupils and/or the teaching staff, and ascertain the figures as well as percentages.

8. If applicable, explore the Negro attitudes toward school desegregation and school integration in their community. If there are no Negroes in the county, inquire about feelings in the community about Negroes and other minority groups.

9. Find out what white resistance there is in their area, and what related problems exist.

10. Discuss what opinions school officials hold with respect to the compliance with Federal requirements of desegregated schools; and with necessities of truly integrated schools?

11. What is the state of support of integrated schools by key persons and organizations in the community? (Try to get names of key persons in this respect and find out "whether there is any point in talking with some persons in order to round out the picture you are trying to obtain from your interviewee.")

12. Are there any effects of desegregation and integration on:

    a. Majority and minority residential occupancy patterns
    b. Parent attitude and participation in school activities
    c. Stability, morale, and attitudes of school staffs
    d. Scholastic performance of white and Negro children
    e. Social relationships among pupils of the same and of different races
    f. Self-concept, attitudes, and emotional adjustment of Negro and white pupils?

13.. What are the needs of Negro pupils and also of white disadvantaged pupils?

14. What are the aims of school officials and their constituents in regard to a truly integrated educational system?

15. What general improvements of facilities, staff, and curriculum needed in light of the above aim?

16. How do you think the problems and needs in your county compare with those of other counties?

    Have any suggestions for action on the state or federal levels been made which would enrich education in West Virginia schools in regard to the contributions of ethnic, racial, and cultural groups?

17. Are there any other problems which have to be covered which you foresee and have already experienced in regard to achieving true inter-ethnic education?

18. Add that you would appreciate learning about
    a. immediate and long-range plans they may have developed and perhaps are already pursuing; and
    b. find out whether we could assist them in their program on the basis of future financial support by the Office of Equal Educational Opportunities, HEW.